New College
THE HONORS COLLEGE of Florida

COMPLIANCE CERTIFICATION

For the Southern Association of Colleges and Schools Commission on Colleges

New College of Florida prepares intellectually curious students for lives of great achievement

Date of Submission: September 1, 2019

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Southern Association of Colleges and Schools
Commission on Colleges

INSTITUTIONAL SUMMARY FORM PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of institution:

New College of Florida

Name, Title, Phone number, and email address of Accreditation Liaison:

Dr. Brad Thiessen
Chief of Staff, Director of Institutional Performance Assessment
941-487-4104
bthiessen@ncf.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification:

Dr. Brad Thiessen
Chief of Staff, Director of Institutional Performance Assessment
941-487-4104
bthiessen@ncf.edu

IMPORTANT:

Accreditation Activity *(check one)*:

- ☐ Submitted at the time of Reaffirmation Orientation
- ☑ **Submitted with Compliance Certification for Reaffirmation**
- ☐ Submitted with Materials for an On-Site Reaffirmation Review
- ☐ Submitted with Compliance Certification for Fifth-Year Interim Report
- ☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review

Submission date of this completed document:

September 1, 2019

EDUCATIONAL PROGRAMS

1. Level of offerings *(check all that apply)*:
   - [ ] Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - [ ] Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - [ ] Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - [ ] Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - [x] **Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent**
   - [ ] Professional degree program(s)
   - [x] **Master's degree program(s)**
   - [ ] Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - [ ] Doctoral degree program(s)
   - [ ] Other (Specify)

2. Types of Undergraduate Programs *(check all that apply)*:
   - [ ] Occupational certificate or diploma program(s)
   - [ ] Occupational degree program(s)
   - [ ] Two-year programs designed for transfer to a baccalaureate institution
   - [x] **Liberal Arts and General**
   - [ ] Teacher Preparatory
   - [ ] Professional
   - [ ] Other (Specify)

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- [ ] Private *(check one)*
  - [ ] Independent, not-for-profit
    Name of corporation OR Name of religious affiliation and control:
  - [ ] Independent, for-profit*
    If publicly traded, name of parent company:

- [x] **Public state* (check one)**
  - [ ] Not part of a state system; institution has own independent board
  - [ ] Part of a state system; system board serves as governing board
  - [x] **Part of a state system; system board is super governing board; local governing board has delegated authority**
  - [ ] Part of a state system; institution has own independent board

* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.*

INSTITUTIONAL INFORMATION FOR REVIEWERS

1. History and Characteristics

Provide a brief history of the institution, description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

New College of Florida (NCF) was founded in 1960 as a private, residential, liberal arts college for academically talented students. Through a 1975 merger with the State University System of Florida, NCF became a public college operating as a separate unit within the University of South Florida. In 2001, the Florida Legislature designated New College as the state's honors college and the 11th independent university in the System. NCF was granted membership in SACSCOC in 2004, received SACSCOC approval to offer master's degrees in 2016, and continues to serve students at its campus in Sarasota.

Even now – nearly 60 years since its founding – a commitment to individualism, flexibility, freedom, and excellence guide NCF's mission: *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

Through its selective admissions policies, NCF attracts active learners and independent thinkers who are ready to take agency for their education. Of the 837 students enrolled in Fall 2018, 80% were Florida residents (with the others originating from 40 different states and 24 countries). Virtually all students are traditional age and more than 75% of students live on-campus. All students are enrolled full-time.

NCF strives to achieve four statutory goals: (1) To provide a quality education to students of high ability who deserve a program of study that is both demanding and stimulating; (2) To engage in educational reform by combining educational innovation with excellence; (3) 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; (4) To challenge students to master existing bodies of knowledge and extend the frontiers of knowledge through original research. Guided by these goals, NCF's unique academic program includes:

- **Narrative evaluations**: In place of letter grades and GPAs, students receive narrative course evaluations written by faculty, along with a satisfactory, unsatisfactory, or incomplete designation.

- **Academic contracts**: At the start of each term, students negotiate academic contracts with faculty advisors. These contracts specify a course of study and expectations for each student. At the end of the term, faculty compare student performance with contract requirements to determine if the student has passed the contract. Undergraduate students must pass 7 contracts in order to graduate.

- **Independent Study Projects (ISPs)**: During a four-week period in January, students design and complete intensive academic experiences one-on-one with faculty or in small groups. These ISPs include research projects, lab experiments, scholarly papers, study abroad experiences, internships, or artistic performances. Undergraduate students must successfully complete 3 ISPs to graduate.

- **Senior thesis**: With the support of a faculty thesis advisor, students research, write, and/or produce a substantial, original work in their chosen disciplinary or interdisciplinary concentrations

In 2016, the Florida Board of Governors approved (and the Florida Legislature appropriated funding to support) NCF's Growth Proposal, which called for increasing enrollment to 1,200 students by 2023-24. Through and alongside this growth, NCF will achieve its primary Strategic Planning goal of surpassing an 80% four-year graduation rate.

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

New College of Florida (NCF) offers a single undergraduate degree (the Bachelor of Arts) and a single graduate degree (the Master of Science in Data Science). NCF does not currently offer certificate or diploma programs.

Within the Bachelor of Arts degree, students can complete combinations of the following concentrations:

Anthropology
Applied Mathematics
Art
Art History
Biology
Biopsychology
Chemistry
(including Biochemistry)
Classics
Computer Science
Economics
(including Finance*)
English
Environmental Studies
Gender Studies
General Studies
History
Humanities
International and Area Studies
(including Caribbean and Latin American Studies, East Asian Studies, and European Studies)
Languages: Chinese Language and Culture
Languages: French Language and Literature
Languages: German Studies
Languages: Russian Language and Literature
Languages: Spanish Language and Literature
Literature
Marine Biology
Mathematics
Music
Natural Sciences
Neuroscience*
Philosophy
Physics
Political Science
Psychology
Religion
Social Sciences
Sociology
Special Program Concentration
Theater, Dance and Performance Studies
(must be combined with another concentration)*

The Neuroscience and Theater, Dance and Performance Studies concentrations are new for 2019-20.

NCF currently awards degrees in May each year. In May 2019, NCF awarded the Bachelor of Arts degree to 213 students and the Master of Science in Data Science degree to 16 students. The table at the top of the next page provides the number of May 2019 graduates earning degrees within each of the six CIP Codes NCF uses to categorize its academic programs.

Of the 213 baccalaureate degree graduates in May 2019, 138 completed single concentrations, 54 completed joint concentrations, and 21 completed double concentrations. A list of each combination of concentrations completed by May 2019 graduates is provided following the table on the next page.

Baccalaureate Degrees Awarded in May 2019			
CIP	CIP Title	NCF Areas of Concentration	Graduates
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other	Anthropology, Art, Art History, Classics, Economics (Finance), English, Gender Studies, General Studies, History, Humanities, Literature, Music, Philosophy, Political Science, Psychology, Religion, Social Sciences, Sociology, Theater	101
30.0101	Biological and Physical Sciences	Applied Mathematics, Biology, Biopsychology, Chemistry (including Biochemistry), Computer Science, Marine Biology, Mathematics, Natural Sciences, Physics	70
16.0101	Foreign Languages & Literatures, General	Chinese Language and Culture, French Language and Literature, German Studies, Russian Language and Literature, Spanish Language and Literature	18
03.0103	Environmental Studies	Environmental Studies	12
30.2001	International/Global Studies	International and Area Studies (including Caribbean and Latin American Studies, East Asian Studies, and European Studies)	12
Graduate Degrees Awarded in May 2019			
30.3001	Computer and Info Sciences, Other	Master of Science in Data Science	16

Single (Disciplinary, Interdisciplinary, Divisional) Concentrations completed by May 2019 graduates

Anthropology	Art	Art History	Biochemistry	Biological Psychology
Biology	Biopsychology	Chemistry	Chinese Lang/.Culture	Classics
Computer Science	East Asian Studies	Economics	English	Environmental Science*
Environmental Studies	Gender Studies	General Studies	History	Humanities
Intl. & Area Studies	Literature	Marine Biology	Mathematics	Natural Sciences
Neurobiology	Performance Studies*	Philosophy	Political Science	Psychology
Religion	Russian Lang./Lit.	Social Sciences	Sociology	Sound Studies*

** denotes a concentration in a special area of study*

Joint Concentrations completed by May 2019 graduates

Anthropology/Chinese Language and Culture	Anthropology/Religion	Art History/Art
Art/Art History	Art/Computer Science	Art/Psychology
Biology/Anthropology	Biology/Art	Biology/Chemistry Biology/Chinese
Cellular and Molecular Biology/Religion*	Chemistry/Biology	Classics/Spanish Language and Culture
Computer Science/Biology	Computer Sci/Chinese Lang. & Culture	Computer Science/Logic*
Computer Science/Russian Lang./Lit.	East Asian Studies/Finance	East Asian Studies/Heritage Studies*
Economics/Finance	Economics/Intl. and Area Studies	English/German Studies
Environmental Studies/Anthropology	Environmental Studies/Biology	Environmental Studies/Economics
Environmental Studies/Spanish Lang & Culture	Intl. and Area Studies/Economics	International and Area Studies/History
Literature/Performance Studies*	Literature/Theater	Music/Computer Science
Music/Performance Studies	Philosophy/Physics	Philosophy/Psychology
Physics/Applied Mathematics	Political Science/Finance	Political Science/History
Political Science/Public Policy	Political Science/Russian Lang/Lit	Psychology/Anthropology
Psychology/Theater	Public Policy/French Studies	Religion/Spanish Language and Culture
Social Sciences/Philosophy	Sociology/Spanish Lang. & Culture	

Double Concentrations completed by May 2019 graduates

Art History & International and Area Studies	Classics & Art History	Cognitive Science* & Psychology
Economics & Political Science	Economics & Psychology	Environmental Studies & Political Science
Gender Studies & Spanish Lang & Lit.	IAS & Political Science	IAS & Political Science/Spanish Lang/Culture
IAS & Russian Language and Literature	Philosophy & Political Science	Physics & Mathematics
Psychology & Computer Science	Psychology & Environmental Studies	Psychology & Music
Psychology & Sociology & Gender Studies	Sociology & Gender Studies	Spanish Lang and Lit & German Lang and Lit

(IAS = International and Area Studies)

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

New College of Florida does not offer any ESL programs.

3. Off-Campus Instructional Locations and Branch Campuses

Table 1: Off-campus instructional sites – a site located geographically apart from the main campus at which the institution offers ***50% or more*** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below**.** ***The list should include only those sites reported to and approved by SACSCOC***. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered with 50% or more credits hours offered at each site	Is the site currently active?
New College of Florida has no off-campus instructional sites.					

Table 2: Off-campus instructional sites at which the institution offers ***25-49%*** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. ***Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.***

Name of Site	Physical Address	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered with 25-49% credit hours offered at each site	Is the site currently active?
New College of Florida has no off-campus instructional sites.					

Table 3: Branch campus – an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, ***and*** (4) has its own budgetary and hiring authority. ***The list should include only those branch campuses reported to and approved by SACSCOC.*** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs with 50% or more credits hours offered at the branch campus	Is the campus currently active?
New College of Florida has no branch campuses.					

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

New College of Florida offers no credit-bearing educational programs where 50% or more of the credit hours are delivered through distance education modes.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each

SACSCOC is the only agency that currently accredits New College of Florida. New College of Florida does not currently offer any programs with specialized accreditation.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

SACSCOC is New College of Florida's primary accreditor for access to USDOE Title IV funding.

(3) List any USDOE-recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

No USDOE-recognized agencies have terminated New College of Florida's accreditation. New College of Florida has not voluntarily withdrawn accreditation from any USDOE-recognized agencies.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE-recognized agency to the institution

New College of Florida has had no negative actions taken or sanctions applied by a USDOE-recognized accredited agency during the two years previous to the submission of this report.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

The U.S. Department of Education has not limited, suspended, or terminated New College of Florida's financial aid programs during the past three years. New College of Florida has no exceptional status in regard to federal or state financial aid.

Document History

Adopted: September 2004. Revised: March 2011; January 2014; January 2018

PART 1: SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That New College of Florida has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

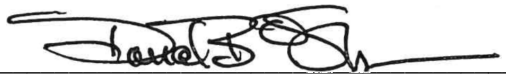
2. That New College of Florida has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That New College of Florida has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison: Brad Thiessen

Signature: **Date:** 09/01/2019

Chief Executive Officer: Donal O'Shea

Signature:  **Date:** 09/01/2019

PART 2: LIST OF SUBSTANTIVE CHANGES APPROVED *SINCE THE LAST REAFFIRMATION*

Note: **With the passage of the revised 2010 federal regulations for accrediting agencies, institutions are expected to notify and seek approval of additional substantive changes that occur between decennial reviews. Please note the revised list below. (New required reporting is underlined.)**

Directions: For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported immediately to Commission staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs

Access *http://www.sacscoc.org* and click onto "Policies" for additional information on reporting substantive change, including examples of the changes listed above.

Approval Date	Description of Substantive Change
07/05/2017	Continued accreditation following review of the institution's membership at Level III offering the Master in Data Science
01/19/2016	Awarded membership at Level III to offer the Master in Data Science

PART 3: INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Section 1: The Principle of Integrity

1.1: Integrity [CR]

The institution operates with integrity in all matters.

(Note: This principle is not addressed by the institution in its Compliance Certification)

Section 2: Mission

2.1: Institutional Mission [CR]

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida prepares intellectually curious students for lives of great achievement. The full mission statement and accompanying principles are clearly defined, comprehensive, and appropriate for the state's designated liberal arts honors college. The mission statement is published online, in institutional handbooks, and in institutional planning documents.

Goals, mission, and principles

Florida Statute 1004.32 defines New College of Florida (NCF) as the state's residential liberal arts honors college and establishes four goals to maintain its distinctive mission:

> *New College of Florida with a campus in Sarasota County serves a distinctive mission as the residential liberal arts honors college of the State of Florida. To maintain this mission, New College of Florida has the following goals:*
>
> *(a) 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.*
>
> *(b) To engage in educational reform by combining educational innovation with educational excellence.*
>
> *(c) 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.*
>
> *(d) To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.*

Defining the "distinctive" mission of the state's residential, liberal arts, honors college, the NCF Board of Trustees [2014-01-03 BOT Minutes] and the Florida Board of Governors [2014-03-20 BOG Minutes] approved the following mission statement in 2014:

> *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.*

In 2019, following the development and approval of the 2018-28 NCF Strategic Plan, the Board of Trustees approved the addition of a new opening sentence to the mission statement [2019-04-23 BOT Minutes]:

> ***New College of Florida prepares intellectually curious students for lives of great achievement.*** *It 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.

The mission statement is accompanied by four Founding Principles that, as stated in the Faculty Handbook, shaped the development of NCF's unique curriculum and its commitment to individualism, pluralism, flexibility, freedom, and excellence:

- Each student is responsible in the last analysis for his or her education.
- The best education demands a joint search for learning by exciting instructors and able students.
- Students' progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.
- Students should have from the outset opportunities to explore areas of deep interest to them

Rationale for this mission

New College was founded in 1960 as an innovative, private, residential, liberal arts college for academically talented students. Sixty years later – though New College transformed from a private college to the 11th member of the Florida State University System – the mission statement still conveys the unique nature of New College as a *residential public honors college with a distinctive academic program*.

In describing the institution ("small, residential public honors college"), what it offers ("a liberal arts education of the highest quality"), and its comprehensive purposes (to "develop the student's intellectual and personal potential as fully as possible; encourage the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and foster the individual's effective relationship with society"), the mission statement defines the unique role of New College within the State University System of Florida and guides institutional planning.

The mission – focused on teaching and learning – aligns with the mission stated in the State University System of Florida's 2025 System Strategic Plan and is appropriate for an institution dedicated to educating academically talented students at the baccalaureate and master's degree levels. The mission does not address research (other than the senior project requirement implied by challenging students "to extend the frontiers of knowledge through original research") or public service (other than service to Florida as the state's designated honors college).

To ensure the mission statement remains appropriate, the NCF Board of Trustees approves the mission statement annually as part of the New College of Florida Accountability Plan:

2019 Accountability Plan	BOT approval (minutes from April 23, 2019 BOT meeting)
2018 Accountability Plan	BOT approval (minutes from June 9, 2018 BOT meeting)

Publication

To ensure the mission statement is accessible to all stakeholders, it is published in the following locations:

- Undergraduate General Catalog
- Graduate Catalog
- Faculty Handbook
- Employee Handbook
- Strategic Plan (the new opening sentence appears as the "why" statement in the strategic plan)
- Mission section of the ncf.edu website
- NCF Regulation 1-1001 (Mission Statement and Goals)

Evaluation of clarity

In 2017, as NCF began its most recent cycle of strategic planning, faculty and staff were asked to evaluate the mission statement, goals, and principles (along with other statements from previous planning documents). Results from this 2017 Strategic Planning Survey indicated broad support for the principles and goals; results for the mission statement were mixed. While the mission statement was perceived to be clearly expressed, aligned with institutional culture, and based on the core competencies of the College, respondents indicated the mission statement was not compelling, inspirational, memorable, or distinct.

To remedy this, the College adopted the following *why* statement:

New College of Florida prepares intellectually curious students for lives of great achievement.

This *why* statement was approved as part of the 2018-28 New College of Florida Strategic Plan by both the NCF Board of Trustees [2018-10-20 BOT minutes] and the Florida Board of Governors [2018-11-08 BOG minutes]. In 2019, the *why* statement was incorporated into the mission statement as its opening sentence [June 8, 2019 BOT action item and minutes].

Conclusion

With its focus on teaching and learning, New College of Florida has a comprehensive mission appropriate to higher education. Accompanied by four founding principles, the mission articulates the distinctive nature of NCF as the residential, liberal arts, honors college of the state of Florida that prepares intellectually curious students for lives of great achievement. Results from a recent survey indicate NCF stakeholders find the mission statement – published online, in employee handbooks, and in the General Catalog – to be clear and aligned with institutional culture.

Supporting Evidence (in order of appearance)
1) Florida Statute § 1004.32
2) 2014-01-03 BOT Meeting Minutes
3) 2014-03-20 BOG Meeting Minutes
4) 2019-04-23 OR 2019-06 BOT Meeting Minutes
5) Faculty Handbook
6) 2025 Florida State University System Strategic Plan
7) 2019 NCF Accountability Plan
8) 2019-04-23 BOT meeting minutes
9) 2018 NCF Accountability Plan
10) 2018-06-09 BOT Minutes
11) Undergraduate General Catalog
12) Graduate Catalog
13) Faculty Handbook
14) Employee Handbook
15) Strategic Plan
16) Mission section of the ncf.edu website
17) NCF Regulation 1-1001 (Mission Statement and Goals)
18) Results from this 2017 Strategic Planning Survey
19) 2018-28 New College of Florida Strategic Plan
20) 2018-10-20 BOT minutes
21) 2018-11-08 BOG minutes
22) 2019-06-8 BOT action item and minutes

Section 3: Basic Eligibility Standard

3.1a: Degree-granting authority [CR]

An institution seeking to gain or maintain accredited status:

a. has degree-granting authority from the appropriate government agency or agencies.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida's degree-granting authority stems from its Board of Trustees, the Florida Board of Governors, Florida Statutes, and the Florida Constitution. As an approved Florida State Authorization Reciprocity Agreement institution, New College of Florida also has authorization to offer distance education programs to out-of-state students.

Degree-granting authority

As noted in the *Resource Manual for the Principles of Accreditation*:

> *Institutions seeking reaffirmation of accreditation do not need to address this standard in a report unless the basis of its degree-granting authority has changed; examples might be site expansion into a new state, or a merger or change in governance.*

The basis of New College of Florida's degree-granting authority has not changed since the 2008 Compliance Certification. Article IX (7b, 7d) of the Florida Constitution establishes the State University System (SUS) and grants authority to its Board of Governors (BOG) to "operate, regulate, control, and be fully responsible for the management" of the SUS. Florida Statutes identify New College of Florida as a state university [FS § 1000.21(6)(k)] and further recognize the BOG's Constitutional and legal authority to manage the SUS [FS § 1001.705(2); FS § 1001.706].

With that authority, BOG Regulation 1.001(2)(f) grants the NCF Board of Trustees (BOT) the authority to "establish the powers and duties of the university president." Through NCF Regulation 2-2002(2)(c), the BOT has granted authority to award degrees to the university president.

State authorization to offer distance education programs to out-of-state students

While New College of Florida offers no distance education programs and has no out-of-state educational sites or branch campuses, a small number of students do receive instruction while located in states outside Florida. Examples of these students include:

- A student in the Master of Science in Data Science program who completed a required practicum experience at Distilled Analytics in Cambridge, MA.
- A student who completed an Independent Study Project at the Baltimore City Circuit Court during the 4-week term in January.
- A student who completed an internship for academic credit at the University of Maryland Greenebaum Comprehensive Cancer Center.

U.S. Department of Education regulation 4 C.F.R.§ 600.9(c) requires each state to apply for and receive authorization to provide online/distance education to out-of-state students. The authorization requirements, as well the application processes, vary on a state-by-state basis.

To ensure NCF is authorized to offer educational opportunities to students located outside Florida, New College of Florida has signed-on to the State Authorization Reciprocity Agreement (SARA). New College of Florida's SARA application was approved by the Florida Postsecondary Reciprocal Distance Education Coordinating Council on October 30, 2018 [2018-12-11 FL-SARA Application Approval Memo] and acknowledged by the National Council for State Authorization Reciprocity Agreements [2018-12-03 NC-SARA Welcome email]. Further demonstrating New College of Florida's authorization to offer distance education, NCF is listed as a member on the FL-SARA website.

Participation in SARA authorizes New College of Florida "to offer distance education to students in any other SARA member state, subject to certain limitations" [NC-SARA Manual]. As of September of 2018, the only states and territories that are *not* members of SARA are American Samoa, California, and Guam [SARA State Actions].

Conclusion

New College of Florida's degree-granting authority flows from the Florida Constitution through state statutes and Board of Governors regulations. Even though NCF offers no distance education *programs*, the College is authorized to offer distance education through the State Authorization Reciprocity Agreement (SARA).

Supporting Evidence (in order of appearance)
1) Article IX (7b, 7d) of the Florida Constitution
2) FS § 1000.21(6)(k)
3) FS § 1001.705(2)
4) FS § 1001.706
5) BOG Regulation 1.001(2)(f)
6) NCF Regulation 2-2002(2)(c)
7) U.S. Department of Education regulation 4 C.F.R.§ 600.9(c)
8) 2018-12-11 FL-SARA Application Approval Memo
9) 2018-12-03 NC-SARA Welcome email
10) NCF is listed as a member on the FL-SARA website
11) NC-SARA Manual
12) SARA State Actions

3.1b: Coursework for degrees [CR]

An institution seeking to gain or maintain accredited status

b. offers all coursework required for at least one degree program at each level at which it awards degrees.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida offers all lower-level, upper-level, and graduate coursework required for concentrations in the Bachelor of Arts degree and for the Master of Science in Data Science degree.

Baccalaureate level

At the undergraduate level, all required educational activities (courses and Independent Study Projects) are offered and evaluated by NCF faculty under the student academic contract system. The Undergraduate General Catalog articulates the following graduation requirements for a New College of Florida Bachelor of Arts degree:

Satisfactory completion of:

- 7 semester contracts (plans of study)
- 3 Independent Study Projects (ISPs) (for more information see the *2019 ISP Handbook*)
- 31 total units (each unit equivalent to a full-semester course or ISP)
- Liberal Arts Curriculum (a general education program described in the *2017-18 LAC Guidelines*)
- Civic literacy competency requirement
- Baccalaureate Examination
- Senior Project or Thesis

Additionally, students must complete the requirements listed in the Catalog to complete one of the approximately 40 areas of concentration offered at New College of Florida.

For example, to earn a Bachelor of Arts degree with a concentration in Mathematics, students must complete:

- Three semesters of Calculus
- Linear Algebra and Advanced Linear Algebra
- Differential Equations
- Two semesters of Abstract Algebra
- Two semesters of Real Analysis
- Complex Analysis
- Three semesters of Math Seminar
- A thesis in mathematics

[Math Requirements listed in 2018-19 Undergraduate General Catalog]

Thus, students who intend to graduate with a concentration in Mathematics must complete the fourteen required courses listed above, a thesis in mathematics, the Liberal Arts Curriculum (LAC), three ISPs, and other elective courses totaling 31 units across 7 semester contracts.

The following table provides evidence that each of these required courses was offered at least once (and most offered at least twice) over the past six semesters:

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Calculus I	√√	√	√√	√	√	
Calculus II	√	√√	√	√√		√
Calculus III	√		√		√	
Linear Algebra		√		√		√
Advanced Linear Algebra		√			√	
Differential Equations	√		√		√	
Abstract Algebra I	√				√	
Abstract Algebra II		√				√
Real Analysis I			√			
Real Analysis II				√		
Complex Analysis		√			√	
Math seminar (3 required)	√√	√	√	√	√	√
Independent Study Projects	ISPS are offered each January (e.g., 2019 ISP Handbook)					
LAC requirements	LAC courses offered each semester (e.g., Spring 2019 LAC courses offered)					
Senior Project / Thesis	List of Mathematics theses completed from 2015-17					

√ = course offered; √√ = multiple sections offered

A sample transcript from a student graduating in May 2017 further demonstrates that all required coursework for the Bachelor of Arts degree with a concentration in Mathematics is offered at New College of Florida. The following table displays when this student completed each requirement listed above:

Requirement	Date completed (or other information)
Calculus I Calculus II Calculus III	Fall 2013 Spring 2014 Fall 2014
Linear Algebra Advanced Linear Algebra	Spring 2014 Spring 2015
Differential Equations	Fall 2015
Abstract Algebra I Abstract Algebra II	Fall 2014 Spring 2015
Real Analysis I Real Analysis II	Fall 2015 Spring 2016
Complex Analysis	Spring 2015
Math seminar (3 required)	Fall 2014; Spring 2015; Fall 2015
Independent Study Projects	Fall 2013: *GO* Fall 2014: *Analysis of Biological Datasets Using R* Fall 2015: *Linear Programming and Optimization*
LAC requirements	Fulfilled (LAC requirements are explained in response to SACSCOC Principle 9.3)
Senior Project / Thesis	May 3, 2017 – Title: *Decentralized Data Independent Vector Analysis*
31 total units in 7 contracts	38 units completed across 8 contracts

Masters level

NCF's single graduate program, the Master of Science in Data Science, requires successful completion of 36 credit hours over four semesters [Graduate Catalog]. All required courses are offered each year:

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Stat. Inference for Data Science I	√		√		√	
Data Storage and Retrieval	√		√		√	
Algorithms for Data Science	√		√		√	
Data Munging and Exploratory Data Analysis	√		√		√	
Stat. Inference for Data Science II		√		√		√
Data Vis., Presentation, Reporting, and Reproducible Research		√		√		√
Distributed Computing for DS		√		√		√
Optimization and Machine Learning		√		√		√
Practical Data Science	√		√		√	
Topics in Computing for DS	√		√		√	
Topics in Statistical Inference for DS	√		√		√	
Practicum		√		√		√

√ = course offered

A sample transcript from a student graduating in May 2018 further demonstrates that NCF offers all required coursework for the Master of Science in Data Science degree. The transcript shows the student completed the courses between Fall 2016 and Fall 2017, with the practicum completed in Spring 2018.

Conclusion

Student transcripts and course schedules provide evidence that NCF offers all required coursework for one program at the Baccalaureate and Master's levels.

Supporting Evidence (in order of appearance)
13) Undergraduate General Catalog Graduation Requirements 14) 2019 ISP Handbook 15) 2017-18 LAC Guidelines 16) Math Requirements listed in 2018-19 Undergraduate General Catalog 17) Fall 2016 Course Schedule (Math) 18) Spring 2017 Course Schedule (Math) 19) Fall 2017 Course Schedule (Math) 20) Spring 2018 Course Schedule (Math) 21) Fall 2018 Course Schedule (Math) 22) Spring 2019 Course Schedule (Math) 23) 2019 ISP Handbook 24) Spring 2019 LAC courses offered

25) List of Mathematics theses completed from 2015-17
26) Sample transcript from a student graduating in May 2017 (Math)
27) Graduate Catalog (Data Science)
28) Fall 2016 Course Schedule (Data Science)
29) Spring 2017 Course Schedule (Data Science)
30) Fall 2017 Course Schedule (Data Science)
31) Spring 2018 Course Schedule (Data Science)
32) Fall 2018 Course Schedule (Data Science)
33) Spring 2019 Course Schedule (Data Science)
34) Sample transcript from a student graduating in May 2018 (Data Science)

3.1c: Continuous operation [CR]

An institution seeking to gain or maintain accredited status

a. is in operation and has students enrolled in degree programs.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

As noted in the *Resource Manual for the Principles of Accreditation*, "Institutions already holding SACSCOC accreditation do not need to address this standard unless the institution currently is not operating."

New College of Florida has operated continuously since its charter class enrolled in 1964.

Supporting Evidence (in order of appearance)
35) Resource Manual for the Principles of Accreditation

Section 4: Governing Board

4.1: Governing Board Characteristics [CR]

The institution has a governing board of at least five members that:

a) Is the legal body with specific authority over the institution
b) Exercises fiduciary oversight of the institution
c) Ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution
d) Is not controlled by a minority of board members or by organizations or institutions separate from it
e) Is not presided over by the chief executive officer of the institution

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida operates under a multi-level governance structure with both an institutional governing board (the New College of Florida Board of Trustees) and a state-wide governing board (the Florida Board of Governors, discussed in response to SACSCOC principles 4.2g and 4.3).

The New College of Florida Board of Trustees (BOT), as the legal body with specific authority over the institution, exercises fiduciary oversight over NCF and ensures voting members are free of conflicts of interest.

(a) At least five members; legal body with specific authority over the institution

The Florida Constitution establishes both the NCF Board of Trustees and the Florida Board of Governors. Article IX (7d) of the Florida Constitution establishes the statewide Board of Governors (BOG) to "operate, regulate, control, and be fully responsible for the management of" the State University System (SUS). The governor appoints 14 of the 17 members of the BOG to serve staggered 7-year terms. The other BOG members include the Florida Commissioner of Education, the chair of the Advisory Council of Faculty Senates, and the president of the Florida Student Association [FS § 1001.70(1)]. The responsibilities [FS § 1001.705(2)], powers, and duties [FS § 1001.706] of the Board of Governor are written into Florida Statutes.

Article IX (7c) of the Florida Constitution states that each university in the SUS shall be administered by a 13-member Board of Trustees (BOT). Six members appointed by the governor, along with five members appointed by the BOG, serve staggered 5-year terms. The chair of the faculty senate and student body president also serve on the BOT.

The tables on the following pages provide information about the current New College of Florida Trustees:

Name	Employment and Service	Contractual, employment; personal or familial financial interest in the institution?	Year term expires	Appointed by
Audrey Coleman	Trustee Coleman rose through the administrative ranks during a 34-year career with the Boston School Department, ultimately directing the critical area of comprehensive school planning. While serving as national president of Lambda Kappa Mu, a sorority of black professional and business leaders, she was selected as one of the "10 most influential" African-American women to meet with President Reagan at the White House in 1985. Coleman has been affiliated with several local nonprofit organizations including Girls, Inc., Community Foundation of Sarasota, and Women's Resource Center. She was instrumental in chartering The Society, Inc., a non-governmental organization committed to providing opportunities for the development of fine and performing arts talent among young people, particularly African-American youth.	No	1/6/21	BOG
William Johnston	Bill Johnston served from 1996 to 2001 as president and chief operating officer of the New York Stock Exchange, followed by two years of consulting. He has a long and distinguished record on Wall Street, with Johnston & Lunger, Mitchum Jones & Templeton, Agora Securities, and LaBranche & Co. He is a graduate of Washington and Lee University, where he has remained active and is trustee emeritus. Mr. Johnston also served on the board of Hollins University in Virginia. Currently he is a member of the boards of Friends of DeSoto National Park, Plymouth Harbor, and Boys & Girls Club of Manatee Foundation. His past advisory board service includes the Lubin School of Business at Pace University in New York, Goizueta School of Business at Emory University, and the Jepson School of Leadership Studies of the University of Richmond.	No	1/6/20	BOG
John Lilly	John Lilly is the president of John Lilly Strategic Insights, LLC, with offices in Minneapolis and Sarasota. Prior to becoming an advisor to private equity funds, he was the CEO of The Pillsbury Company and before that, an executive with Procter & Gamble in the United States, Europe, and the Middle East. Lilly currently serves as a trustee for Sarah Lawrence College and is involved in early stage investing across the U.S.	No	1/6/21	BOG
Felice Schulaner	Trustee Schulaner is a retired human resources executive who now serves on local nonprofit boards. Besides her role as chair of the New College Board of Trustees, she serves as a director of New College Foundation and a member of the boards of Visible Men Academy, the Community Foundation of Sarasota County, and Planned Parenthood of Southwest and Central Florida. From March 2011 to May 2015, Schulaner served as executive director of the Coach Foundation, whose mission areas were women's empowerment and education for underserved populations. Previously, Ms. Schulaner was the senior vice president of human resources for Coach Inc., a multibillion-dollar global accessories company, a position she held from 2000 to 2008. She held similar positions at Optimark Technologies and Salant Corporation. Her 25 years of business experience also include senior human resources positions at American Express and Macy's, and retail management positions at Sears and Jordan Marsh.	No	1/6/20*	BOG

* Chair Schulaner has confirmed with the Board of Governors that she is able to serve until the end of the 2019-20 academic year.

Name	Employment	Contractual, employment; personal or familial financial interest in the institution?	Year term expires	Appointed by
George Skestos	George A. Skestos served three years in the U.S. Navy and founded several very successful businesses, including Homewood Corporation, Trinity Home Builders, and Franklin Bank. A longtime resident of Columbus, he served as a member of the Ohio State University Board of Trustees for nine years, from 1992-2001, and chaired the task force to build the Ohio State University's Schottenstein/Value City Arena and to renovate the University's football stadium. A man of many interests, he was appointed to numerous other boards, including those of the Columbus Association for the Performing Arts, the Columbus Museum of Art, the Huntington National Bank, and Midland Insurance. He has been a member of the board of the Ohio State University Hospital since 1992 and now chairs the board of the Ohio State University Hospital East.	No	1/6/23	BOG
Mark Aesch	Mark Aesch is the chief executive officer of TransPro Consulting, a management advisory firm that specializes in working with the public sector, including government, education and transportation. Aesch was formerly the CEO of the Rochester Genesee Regional Transportation Authority, where he led a financial turnaround and improved services. He is an author and a frequent commentator on improving government efficiency.	No	1/6/20	Governor
Felipe Colon	Felipe Colon has been a financial advisor with Wells Fargo since 2007. He also serves as chair of Suncoast Community Capital, a Bradenton-based nonprofit that provides business coaching, workforce readiness training, tax preparation and microloan access to low-income people and communities. Colon serves on the Southwest Florida Regional Planning Council, first appointed by Gov. Charlie Crist in 2010, and is a 2009 graduate of the "Leadership Sarasota" program of the Greater Sarasota Chamber of Commerce.	No	1/6/21	Governor
Garin Hoover	Trustee Hoover is a Sarasota-Bradenton real estate broker. An Ohio native, Hoover moved to Florida in 2004 and started his real estate firm, Hoover Realty. In Ohio, he worked as an attorney in the Cleveland area, as in-house counsel for a corporation and as an associate with a firm, before opening a private law practice. His previous experience includes working as a credit manager, a stockholder relations analyst and a tax research specialist. Hoover also serves on the Finance Committee of the School District of Manatee County.	No	1/6/23	Governor
Elaine Keating	Elaine M. Keating is a local philanthropist. She and her late husband, Ed Keating, and The Keating Foundation have supported interests in numerous local arts, social service, and educational initiatives. Ms. Keating is former president of E. Mason, Inc., a financial services firm in the Midwest.	No	1/16*	Governor

* While we wait for the Governor's appointment, Trustee Keating has agreed to continue serving NCF as a Trustee

Name	Employment	Contractual, employment; personal or familial financial interest in the institution?	Year term expires	Appointed by
Charlene Lenger	New College alumna and local entrepreneur, Charlie Lenger has been the owner and CEO of Tropex Plant Leasing company since 1981. She currently serves on the New College Foundation's Board of Directors and previously served as chair of the Goodwill Manasota, Inc. board.	No	1/1/20	Governor
Norman Worthington III	Norman Worthington is the CEO of Star2Star Communications, LLC and co-founder of Copytalk, LLC as well as numerous other technology enterprises in Portland, Los Angeles and Silicon Valley. He previously served on the New College Foundation Board.	No	1/6/21	Governor
David Harvey	David Harvey is a Professor of History at NCF and Chair of the Faculty.	Yes, the faculty member is employed by New College of Florida.	6/30/20	Faculty
Steven Keshishian	Steven Keshishian is the President of the New College Student Alliance (NCSA).	Yes, this member is an NCF student.	6/30/20	NCF Students

Florida Statute 1001.72 establishes the BOT as a public body corporate with "all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law or equity, and to give and receive donations." The BOT has statutory power [FS § 1001.73] to act in full legal capacity as a trustee, with BOG regulation 1.001 establishing the powers and duties of the BOT "...necessary and appropriate for the direction, operation, management, and accountability of" NCF.

Chapter 2 of the NCF Regulations constitute the by-laws of the BOT. These by-laws open with the statement, "The NCF BOT is vested with the authority to govern and administer NCF as necessary to carry out is mission in accordance with law, and regulations and agreements of the BOG." [NCF Reg. 2-1001]. The by-laws further define the status, powers, duties, and responsibilities of the BOT to govern the institution [NCF Regulation 2-1004].

To ensure Trustees understand their duties and responsibilities, New College regularly offers orientation sessions for new Trustees. For example, in 2016, new Trustees engaged in an orientation session [2016 BOT Orientation Schedule] focused on effective governance and financial oversight [BOT Orientation Governance Presentation], institutional governing documents [BOT Orientation Governing Documents], ethics, and facts about NCF [BOT Orientation Table of Contents]. More recently, BOT Orientations were held on April 20, 2018 [BOT Orientation Book] and July 16, 2018 [BOT Orientation Book] for new Trustees to learn about the College, the State University System, the Florida Board of Governors, and laws affecting public boards in the state of Florida. Minutes from these orientation sessions show that seven trustees attended the 2018 orientation sessions.

(b) Exercises fiduciary oversight of the institution

BOG regulation 1.001 establishes the powers and duties of the NCF BOT. These powers and duties, restated in BOT by-laws [NCF Regulation 2-1004], specify the BOT's responsibility for university administration and oversight:

The BOT is vested with the authority to govern NCF, as necessary, to provide proper guidance and direction to carry out its mission in accordance with law and with regulations, resolutions, and agreements of the Board of Governors [NCF Regulation 2-1004(2)].

These administration and oversight duties include:

(c) Establishing committees to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets. This is evidenced by the BOT's standing committees listed in NCF Regulation 2-1006: Finance and Administration, Audit and Compliance, Academic Affairs, External/Student Affairs, and Strategic Planning. It's further evidenced by ad-hoc committees, such as the ad-hoc Committee on Student Housing which began meeting during the summer of 2018 [2018-10-20 BOT Ad Hoc Student Housing Committee Meeting Materials].

(d) Adopting a strategic plan specifying institutional goals and objectives that are in alignment with the College's mission, the BOG system-wide strategic plan, and BOG regulations. This is evidenced by the BOT approving the 2018-28 New College of Florida Strategic Plan at its October 20, 2018 meeting.

(e) Preparing a multi-year work plan that outlines the College's top priorities, strategic directions, and actions to achieve those priorities, as well as performance expectations and outcomes on institutional and system-wide goals. In demonstrating this type of oversight, the BOT approves an Accountability Plan (formerly called a Work Plan) each year. The BOT approved the 2018 Accountability Plan at the June 9, 2018 BOT meeting. The 2017 Work Plan was approved at the June 10, 2017 BOT meeting.

Fiduciary oversight is also demonstrated through the exercise of the BOT's financial management powers and duties (as listed in NCF Regulation 2-1004(5)):

Financial management duties delegated to BOT in BOG regulation 1.001	Sample of recent evidence of this duty being carried out
a. Submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the BOG for approval	Approval of 2018-19 legislative budget requests [2018-06-09 BOT Minutes] Approval of $3.65M legislative budget request and Capital Improvement Plan for FY 2018-19 [2017-07-10 BOT Minutes] Approval of 2017-18 legislative budget requests [2016-07-26 BOT Minutes]
b. Establish tuition and fees	Approval of amendments to NCF Regulation 3-1002 setting tuition and fees [2017-07-10 BOT Minutes and 2019-06-08 BOT minutes] Approval of the Green Fee [2018-03-03 BOT Minutes]
c. Engage in sound debt management practices for the issuance of debt by the university and its direct support organizations	Vice President's reports to the BOT on debt management: • the potential impact of the recently enacted federal tax reform bill on the existing variable rate debt and swap vehicle used to fund the construction of dorms in 2007 • existing variable rate debt and swap vehicle used to fund construction of dorms in 2007 • the feasibility of financing existing debt [Minutes from 2018-03-03, 2017-11-04, and 2017-06-10 BOT Finance & Administration Committee Meetings]
d. Account for expenditures of all state, local, federal, and other funds	Approval of the preliminary operating and capital budgets for 2017-18 [2017-06-10 BOT Finance & Administration and Full Board Minutes] and 2018-19 [2017-06-10 BOT Finance & Administration and Full Board Minutes]

	Approval of 2017-18 annual operating and capital budgets and projected use of E&G fund balance [2017-11-04 BOT Finance & Administration and Full Board Minutes]
e. Enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees	Approval of FY 2017-18 and 2018-19 purchase orders for Metz Culinary Management [2017-06-10 and 2018-06-09 BOT Finance & Administration and Full Board Minutes]
f. Establish policies and procedures for the performance of annual internal audits of university finances and operations; submit audit reports to BOG	BOT discussion and approval of the FY 2015-16 Financial, Internal, and Data Integrity Audit reports; adoption of revisions to the BOT Audit Committee Charter; discussion of results of the Request for Proposals to select an audit firm for the College's direct support organizations. [2017-03-11 BOT Audit & Compliance and Full Board Minutes] BOT discussion of the Auditor General's Operational Audit Report; assessment of audit services; internal audit and compliance work plan [2017-11-04 and 2017-09-28 BOT Minutes] BOT consideration of 2016-17 Financial Statements Audit Reports for the College and its direct support organizations [2018-03-03 BOT Audit & Compliance Minutes] BOT consideration of 2018-19 Internal Audit and Compliance Work Plan and consideration of audit engagement services [2018-06-09 BOT Audit & Compliance Minutes]
g. Submit annual financial statements to the BOG	The BOT submits approved operating budgets to the Board of Governors [2017-08-31 Board of Governors minutes; Screenshot showing submission of 2005-17 Consolidated Financial Statements]

To apprise BOT members of their fiduciary oversight responsibilities (and all other responsibilities), the Florida BOG requires appointed trustees to attend an orientation session [BOG Trustee Orientation Agendas (2016, 2018, 2019)]. As the BOG Trustee Appointments and Development webpage states:

> *Appointed members must be confirmed by the Florida Senate and are required to attend an orientation session held by the Board of Governors. Trustee orientation serves to educate new trustees about the governance roles and responsibilities of the Board of Governors and boards of trustees; the goals established in the Board's 2025 Strategic Plan for the State University System; the accountability measures implemented by the Board, including performance-based funding; the mechanics of university funding; and an overview of Florida's Sunshine and ethics laws and the State University System's audit and compliance functions.*

NCF also hosts orientation sessions for new BOT members. Slides from an April 2016 orientation presentation provide evidence that Trustees were informed of their duties to provide financial oversight and oversight of the president. Likewise, the 2018 Orientation Booklets provided new Trustees with an overview of regulations governing their activities.

Minutes from the June 15, 2013 BOT meeting provide further evidence of the Board exercising its fiduciary oversight of the institution. During an in-depth discussion of tuition and fees, the BOT Vice Chair noted that the trustee's number one job was to look out for New College and make sure it was solvent. The Vice Chair also noted that it was not within the trustees' purview to direct specific line item applications to manage College finances. At that meeting, other trustees noted that their first responsibility to the College is the fiduciary one and that trustees must consider their fiduciary responsibilities.

Further evidence of the BOT exercising its fiduciary oversight can be found in a list of actions taken by the Board of Trustees from 2001 until 2018.

(c) Ensures the presiding officer and a majority of voting members are free from contractual, employment, personal, or familial financial interest in the institution

The NCF BOT meets no less than four times a year, with the first meeting after July 1 serving as the annual meeting [NCF Regulation 2-1003]. At the annual meeting, the BOT elects from its own body a Chair and a Vice Chair to serve two-year terms (with the ability to be selected for one additional consecutive two-year term) [NCF Regulation 2-1005].

The NCF BOT by-laws [NCF Regulation 2-1011] establish clear policies for ethics and conflicts of interest on the part of NCF trustees as "state officers" subject to the requirements of the Florida Code of Ethics for Public Officers and Employees set in Florida Statutes [FS § 112.311 - 112.326]. This Code of Ethics states:

> *It is hereby declared to be the policy of the state that no officer or employee of a state agency or of a county, city, or other political subdivision of the state, and no member of the Legislature or legislative employee, shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest. To implement this policy and strengthen the faith and confidence of the people of the state in their government, there is enacted a code of ethics setting forth standards of conduct required of state, county, and city officers and employees, and of officers and employees of other political subdivisions of the state, in the performance of their official duties. It is the intent of the Legislature that this code shall serve not only as a guide for the official conduct of public servants in this state, but also as a basis for discipline of those who violate the provisions of this part.* [FS § 112.311(5)]

Florida Statutes state that trustees may not have or hold any employment or contractual relationship with any business entity or any agency that is doing business with the BOT or NCF, except when the contractual relationship falls within exemptions stated in the statutes. Florida Statutes also declare that trustees may not hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between their private interests and the performance of their public duties that would impede the full and faithful discharge of their public duties [FS § 112.313(7)(a)].

Trustees are prohibited from acting in their official capacity to directly or indirectly purchase, rent, or lease any realty, goods, or services from any business entity of which the trustees or their spouses or children have material interest. Trustees also shall not act in a private capacity to rent, lease, or sell any realty, goods, or services to BOT or NCF. Additionally, trustees shall not solicit or accept gifts [FS § 112.313(2, 3)].

Every member of the NCF BOT is required to file an annual disclosure form with the State Florida Commission on Ethics [FS § 112.3145]. Trustees complete and sign these Statements of Financial Interest to report their financial interests and certify that they have completed mandatory training. Trustees also sign Conflict of Interest Affirmations to affirm that they have read and understood New College of Florida Regulation 2-1011 (Ethics and Conflict of Interest) and its requirements, and agree to fully comply with the terms of the Regulation and the Florida Code of Ethics. The Assistant Secretary of the Board of Trustees of New College of Florida certifies each year that all members of the NCF BOT comply with the Ethics and Conflict of Interest Regulation [BOT Secretary Conflict of Interest Certification (2018); Sample of signed Conflict of Interest Affirmations from Summer 2019].

Trustees are required to bring any potential conflicts of interest – or uncertainty regarding a conflict of interest – to the immediate attention of the BOT [NCF Regulation 2-1011(4)]. Likewise, Florida law dictates that trustees may not vote on any matters that would inure private gain or loss, and requires to disclose the nature of their interest in a matter if it would result in special gain or loss to the trustee, a relative, or a business associate [FS § 112.3144(2)(a)].

The trustee application and vetting processes also help ensure BOT members are free from contractual, employment, personal, or familial financial interest in the institution. The Trustee Application Form submitted to the BOG requires BOT applicants to identify if they are registered lobbyists, if they are dual-office holders, and if they have any potential conflict of interest issues.

Once appointed, NCF Trustees also attend an orientation which includes an ethics primer [04/18/2016 BOT Orientation table of contents; 2018 Orientation materials].

(d) Not controlled by a minority of board members or by organizations or institutions separate from it

As described in the NCF BOT by-laws [NCF Regulation 2-1006] the committee system of the BOT is composed of the Executive Committee, standing committees, and special committees. The Executive Committee consists of the Chair of the BOT, the Vice Chair, and the six Chairs of the BOT's standing committees. The standing committees consist of: Academic Affairs, Audit and Compliance, Finance and Administration, External and Student Affairs, and the Strategic Planning Committee. All standing and special committees must consist of at least three members.

A quorum for the Executive Committee and all standing and special committees of the BOT shall consist of one-third of the appointed members of the Committee, except in no case shall the number be fewer than two [NCF Regulation 2-1006(9)]. A quorum for the full BOT is defined as seven members [NCF Regulation 2-1003(5)].

At BOT meetings, all issues are decided by a majority vote. NCF regulation 2-1003(6) provides:

> *Approval of any proposal at any meeting of the BOT shall require the affirmative vote of a majority of those members present. BOT members shall be required to vote on all proposals made at any meeting; provided, however, that no member shall participate in any matter in which that BOT member has a conflict of interest as set forth in Chapter 112.3143, Florida Statutes, without first complying with the disclosure requirements set forth therein.*

In order to amend the BOT by-laws, a two-thirds majority vote is needed [NCF Regulation 2-1009].

Further protecting against control by a minority of members or separate organizations, the NCF BOT is subject to the public records and open meetings requirements set forth in Article I (24) of the Florida Constitution [BOG regulation 1.001(2)(i)]. Recently, NCF General Counsel provided trustees a refresher course on state laws related to public records and open meetings [2017-06-10 BOT minutes].

(e) Not presided over by the chief executive officer of the institution

The president of New College is not a member and is not eligible to be appointed to the Board of Trustees. Serving as president and as a Board member would constitute holding two state government offices, which is prohibited by the Article II (5a) of the Florida Constitution: "No person shall hold at the same time more than one office under the government of the state and the counties and municipalities therein..."

BOT by-laws state that "the BOT shall have the power to take action without a recommendation from the President and shall have the power to require the President to deliver to the BOT all data and information required by the BOT in the performance of its duties" [NCF regulation 2-1004(2)(b)].

The President is the chief executive officer of the corporation and the corporate Secretary of the BOT. In this role, the President is responsible to the BOT, and shall be charged with carrying out the policies and plan of

the BOT in achieving the stated goals and objectives of NCF [NCF regulation 2-1005(6)]. The duties of the President as Secretary of the BOT are outlined in NCF Regulation 2-1005(10).

The institutional organizational chart, in showing the President reporting up through the Chair of the Board of Trustees, further indicates the President does not preside over the Board.

All the Trustee Orientation materials – particularly the 2016 BOT Orientation Presentation slides provided earlier in this rationale – are evidence that new Trustees are informed of the role of the President of NCF and their working relationship with the President.

Conclusion

Through the Florida Constitution, the 13-member New College of Florida Board of Trustees (BOT) is the legal body with specific authority over the institution. BOT by-laws, supported by minutes from BOT meetings, provide evidence that the BOT exercises fiduciary oversight of the institution. The by-laws and state regulations ensure that a majority of trustees are free of any contractual, employment, personal, or familial financial interest in NCF. The by-laws also ensure the BOT is not controlled by a minority of members or by other organizations. The by-laws and institutional organizational chart provide evidence that NCF's chief executive officer does not preside over the BOT.

Supporting Evidence (in order of appearance)
1) Article IX (7d) of the Florida Constitution
2) FS § 1001.70(1)
3) FS § 1001.705(2)
4) FS § 1001.706
5) Article IX (7c) of the Florida Constitution
6) FS § 1001.72
7) FS § 1001.73
8) BOG regulation 1.001
9) Chapter 2 of the NCF Regulations
10) NCF Reg. 2-1001
11) NCF Regulation 2-1004
12) 2016 BOT Orientation Schedule
13) BOT Orientation Governance Presentation (2018)
14) BOT Orientation Governing Documents (2018)
15) BOT Orientation Table of Contents (2018)
16) BOT Orientation Book (Spring 2018)
17) BOT Orientation Book (Summer 2018)
18) 2018 Trustee Orientation Minutes
19) BOG regulation 1.001
20) NCF Regulation 2-1004
21) NCF Regulation 2-1004(2)
22) NCF Regulation 2-1006
23) 2018-10-20 BOT Ad Hoc Student Housing Committee Meeting Materials
24) 2018-28 New College of Florida Strategic Plan
25) 2018-10-20 BOT Meeting Minutes
26) 2018 Accountability Plan
27) June 9, 2018 BOT meeting
28) 2017 Work Plan
29) June 10, 2017 BOT meeting
30) NCF Regulation 2-1004(5)
31) 2018-06-09 BOT Minutes
32) 2017-07-10 BOT Minutes
33) 2016-07-26 BOT Minutes
34) 2017-07-10 BOT Minutes and 2019-06-08 BOT minutes
35) 2018-03-03 BOT Minutes

36) Minutes from 2018-03-03, 2017-11-04, and 2017-06-10 BOT Finance & Administration Committee Meetings
37) 2017-06-10 BOT Finance & Administration and Full Board Minutes
38) 2017-06-10 BOT Finance & Administration and Full Board Minutes
39) 2017-11-04 BOT Finance & Administration and Full Board Minutes
40) 2017-06-10 and 2018-06-09 BOT Finance & Administration and Full Board Minutes
41) 2017-03-11 BOT Audit & Compliance and Full Board Minutes
42) 2017-11-04 and 2017-09-28 BOT Minutes
43) 2018-03-03 BOT Audit & Compliance Minutes
44) 2018-06-09 BOT Audit & Compliance Minutes
45) 2017-08-31 Board of Governors minutes with submission of 2005-17 Consolidated Financial Statements
46) BOG Trustee Orientation Agendas (2016, 2018, 2019)
47) BOG Trustee Appointments and Development webpage
48) Slides from an April 2016 orientation presentation
49) 2018 Orientation Booklets
50) Minutes from the June 15, 2013 BOT meeting
51) List of BOT actions from 2001-2018
52) NCF Regulation 2-1003
53) NCF Regulation 2-1005
54) NCF Regulation 2-1011
55) FS § 112.311 - 112.326
56) FS § 112.311(5)
57) FS § 112.313(7)(a)
58) FS § 112.313(2, 3)
59) FS § 112.3145
60) Statements of Financial Interest
61) Conflict of Interest Affirmations
62) New College of Florida Regulation 2-1011 (Ethics and Conflict of Interest)
63) BOT Secretary Conflict of Interest Certification (2018) and sample of signed Conflict Affirmations (2019)
64) NCF Regulation 2-1011(4)
65) FS § 112.3144(2)(a)
66) trustee application and vetting processes
67) Trustee Application Form
68) 04/18/2016 BOT Orientation table of contents
69) 2018 Orientation materials
70) NCF Regulation 2-1006
71) NCF Regulation 2-1006(9)
72) NCF Regulation 2-1003(5)
73) NCF regulation 2-1003(6)
74) Chapter 112.3143, Florida Statutes
75) NCF Regulation 2-1009
76) Article I (24) of the Florida Constitution
77) BOG regulation 1.001(2)(i)
78) 2017-06-10 BOT minutes
79) Article II (5a) of the Florida Constitution
80) NCF regulation 2-1004(2)(b)
81) NCF regulation 2-1005(6)
82) NCF Regulation 2-1005(10)
83) NCF Organizational Chart
84) 2016 BOT Orientation Presentation slides

4.2a: Mission review

The governing board:

a. ensures the regular review of the institution's mission.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The New College of Florida (NCF) Board of Trustees (BOT) regularly reviews the NCF mission statement through two processes: (a) an annual accountability planning process, and (b) a multi-year strategic planning process. These plans, which must align with and reflect the institution's unique mission – are prepared by the President, considered and approved by the BOT, and ultimately approved by the Florida Board of Governors NCF Regulation 2-1004(2)(d, e); 2-2002(1)(d, e)].

(a) Annual Accountability Plan (referred to as a "Work Plan" prior to 2018)

BOG regulation 2.002 requires the NCF Board of Trustees (BOT) to submit annual accountability plans which include, among other things, the institution's mission statement and vision for the next five to ten years. The following table provides evidence that the BOT Academic Affairs Committee and the full BOT discuss and approve the Accountability Plan each year:

Accountability Plan (formerly called *Work Plan*)	BOT approval
2016 Work Plan	June 11, 2016 BOT Meeting Minutes
2017 Work Plan	June 10, 2017 Academic Affairs Committee discussion (minutes) June 10, 2017 BOT Meeting Minutes
2018 Accountability Plan	June 9, 2018 BOT Meeting Minutes
2019 Accountability Plan	April 23, 2019 BOT Meeting Minutes

(b) Strategic Plan

The strategic planning process provides the BOT a more comprehensive review of the mission. The following table provides evidence that the BOT reviewed the mission statement as part of approving the strategic plan.

Strategic Plan	BOT approval
2008-18 Strategic Plan	March 3, 2008 Certification of BOT Mission Statement Approval
2018-28 Strategic Plan	October 20, 2018 BOT meeting minutes

Minutes from a September 19, 2017 BOT Strategic Planning Committee meeting further indicate that Trustees are aware of their responsibility to review and approve the institutional mission. As those minutes indicate:

> *The group also reviewed ground-rules for the strategic planning process. The Board approves the general direction of the college; the strategic plan engages all constituents to decide on what will and will not be accomplished in the next three years, and how it will be accomplished. The plan is presented to the Board of Trustees who may approve, reject, or call for changes. That plan is then presented to the Board of Governors (who may also approve, reject, or call for changes).*

Latest revisions to the mission statement

Since NCF's previous decennial accreditation reaffirmation, the New College of Florida (NCF) Board of Trustees (BOT) approved two revisions to the NCF mission. In 2014, the phrase "an undergraduate liberal arts education" was replaced with "a liberal arts education" as NCF began to pursue the development of a master's in data science program to complement NCF's undergraduate arts and sciences offerings. Following the development of the 2013-17 Four-Year Plan for New College of Florida and a faculty vote of approval on December 11, 2013, the BOT approved the revision on January 3, 2014. This allowed New College to develop the Master of Science in Data Science program, which began in 2016.

In April 2019, the NCF BOT approved the addition of a new opening sentence to the institutional mission statement. To more clearly align the mission statement with the 2018-28 NCF Strategic Plan, the sentence "New College of Florida prepares intellectually curious students for lives of great achievement" was added to the mission statement in the 2019 NCF Accountability Plan. The BOT approved this revision to the mission statement as part of the approval of the 2019 NCF Accountability Plan and codified the change in NCF Regulation 1-1001 during its June 8, 2019 meeting.

Any revisions to the NCF mission must be approved by the Florida Board of Governors (with Article IX, Section 7(d) of the Florida Constitution granting the BOG the responsibility of "defining the distinctive mission of each constituent university"). The BOG approved the 2014 revision on March 20, 2014. The 2019 revision was approved as part of the 2019 NCF Accountability Plan reviewed by the BOG during its June 13, 2019 meeting (with minutes not available at the time this document was created).

Conclusion

Through the strategic planning process and annual approvals of the institutional accountability plan, the NCF Board of Trustees and Florida Board of Governors ensure the regular review of the institution's mission.

Supporting Evidence (in order of appearance)
1) NCF regulation 2-1004(2)(d, e)
2) NCF regulation 2-2002(1)(d, e)
3) BOG regulation 2.002
4) 2016 Work Plan
5) June 11, 2016 BOT Meeting Minutes
6) 2017 Work Plan
7) June 10, 2017 Academic Affairs Committee discussion (minutes)
8) June 10, 2017 BOT Meeting Minutes
9) 2018 Accountability Plan
10) June 9, 2018 BOT Meeting Minutes
11) 2019 Accountability Plan
12) April 23, 2019 BOT Meeting Minutes
13) 2008-18 Strategic Plan
14) March 3, 2008 Certification of BOT Mission Statement Approval
15) 2018-28 Strategic Plan
16) October 20, 2018 BOT meeting minutes
17) Minutes from a September 19, 2017 BOT Strategic Planning Committee meeting
18) 2013-17 Four-Year Plan for New College of Florida
19) Faculty vote of approval on December 11, 2013
20) BOT approved the revision on January 3, 2014
21) NCF Regulation 1-1001 during June 8, 2019 BOT meeting
22) Article IX, Section 7(d) of the Florida Constitution
23) BOG approved the revision on March 20, 2014
24) BOG during its June 13, 2019 meeting

4.2b: Board/administrative distinction

The governing board:

b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The by-laws of the New College of Florida (NCF) Board of Trustees (BOT) clearly distinguish the appropriate distinction between the BOT's policy-making function from the responsibility of the administration and faculty to administer and implement policy. This is evidenced by multiple examples of meeting agendas, meeting minutes, and work documents.

Articulation of the policy-making function of the NCF Board of Trustees

Article IX (7) of the Florida Constitution establishes the State University System (SUS) of Florida, the statewide Board of Governors (BOG), and each state university's boards of trustees. Through Florida Statute 1001.706, the BOG is granted responsibility for "cost-effective policy decisions appropriate to the university's mission."

The BOG delegates this policy-making responsibility, along with "all the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university" to each university's Board of Trustees through BOG Regulation 1.001(1). Serving as the "public body corporate" of New College [BOG Regulation 1.001(2)(g)]:

> *The [New College of Florida Board of Trustees] shall be responsible for cost-effective policy decisions appropriate to NCF's mission, the implementation and maintenance of high-quality education programs within law and rules of the BOG, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards*. [NCF Regulation 2-1004(7)(g)]

Articulation of the responsibility of NCF administration and faculty to administer and implement policy

The NCF BOT by-laws outline the powers and duties of the president (or the president's designee):

- The President is the chief executive and academic officer of the NCF and corporate secretary to the BOT. **The President is responsible for the operation and administration of NCF.** The President is responsible to the Board, **and shall be charged with carrying out the policies and plan of the Board in achieving the stated goals and objectives of NCF** [NCF regulation 2-2001]

- The President is charged with **organizing NCF to efficiently and effectively achieve its goals**, and periodically **review College operations in order to determine how effectively and efficiently NCF is being administered** and whether it is meeting the goals of its strategic plan [NCF regulation 2-2002(1)(a)]

Three main administrative bodies directly assist the president in implementing policy:

1. The President's Cabinet, which includes senior-level administrators who report directly to the president: (a) the Provost and Vice President for Academic Affairs, (b) the Vice President for Finance and Administration, (c) the Vice President of Advancement and Executive Director of the NCF Foundation, (d) the Dean of Outreach, Engagement, and Inclusion and Chief Diversity Officer, (e) the Dean of Student Affairs, (f) the Dean of Enrollment Management, (g) the Director of Marketing and Communications, (h) the Chief Audit Executive and Chief Compliance Officer, (i) General Counsel, and (j) the Chief of Staff and Director of Institutional Performance Assessment [NCF Organizational Chart]

   The President and his direct reports meet weekly to discuss administrative and policy issues. Agendas from a recent sample of these meetings provide evidence of policy implementation discussions:

   - [08/16/2017 DR agenda]: Discussions of early admissions decisions, winter holiday schedule, and a proposed graduate student housing and meal plan.
   - [09/06/2017 DR agenda]: Discussions of admissions policies (self-reported test scores), use of scholarship funds, enterprise risk management, and the academic calendar.
   - [12/13/2017 DR agenda]: Discussions of faculty hiring, course fees, and strategic planning.
   - [07/17/2018 DR agenda]: Discussion of Trustee orientation, a search to fill the General Counsel position, and fundraising priorities.
   - [07/24/2018 DR agenda]: Discussion of a proposed professional development and compliance program, an employee recognition program, a proposal for the issuance of ID cards, and strategic planning.
   - [08/07/2018 DR agenda]: Discussion of strategic planning, enrollment management staffing, public notice procedures, academic affairs areas of excellence, and plans for the upcoming Board of Trustee meeting.
   - [11/27/2018 DR agenda]: Discussion of the campus "Use of Space" policy and budget priority requests.
   - [01/22/2019 DR agenda]: Discussion of a salary increase proposal and the search for a Director of Human Resources.

2. The Academic Administrative Council (AAC), whose charge is articulated in Section 3.4 of the Faculty Handbook, oversees the administration of the academic program. The AAC officially consists of the Provost, the Faculty Chair, and Division Chairs, but AAC meetings include the Director of the Library, the Director of the Office of Research Programs and Services, the Associate Vice President of Academic Affairs, the Associate Provost, and other academic and student affairs staff.

   The AAC meets weekly throughout the academic year. Minutes from recent AAC meetings provide evidence of policy implementation discussions and decisions:

   - [08/16/2017 AAC minutes]: Discussion of faculty search committees, program reviews, new faculty orientation, and faculty committee issues.
   - [07/26/2018 AAC minutes]: Discussion of strategic planning, the implementation of a new civic literacy assessment requirement, the implementation of the e-contract system, and the implementation of a class attendance system.

- [01/09/2019 AAC minutes]: Review of an admissions appeal and implementation of final exam schedule.

3. Faculty. Faculty meetings serve as the legislative assembly of NCF faculty. Through these monthly faculty meetings, faculty discuss and vote to approve policies and procedures.

   Minutes from recent faculty meetings provide evidence of policy implementation discussions:

   - [02/14/2018 Faculty Meeting Minutes]: Discussion of "preemptive unsatisfactory" designations and a revision to the deadlines for Independent Study Projects.
   - [03/14/2018 Faculty Meeting Minutes]: Discussion of changes to the Independent Study Project policy and rules governing faculty exemptions from committee service.
   - [09/12/2018 Faculty Meeting Minutes]: Discussion and approval of a Faculty Handbook change to implement a new Civic Literacy graduation requirement mandated by the Florida Legislature and the Florida Board of Governors.

Together, the President's Cabinet, Academic Administrative Council, and Faculty work to advise the president and administer and implement policy.

Further evidence of distinction between policy-making & policy-implementation functions

The following table provides examples of the policy-making function of the BOT and how the administration and implementation of those policies has been delegated to the president or president's designees. The third column provides evidence of implementation.

BOT policy-making functions (Examples from NCF regulation 2-1004)	Administration/implementation functions of the president or designee(s) (Powers listed in NCF regulation 2-2002)	Evidence of administration / implementation
University administration and oversight: • adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission	University administration and oversight: • Prepare a strategic plan in alignment with the BOG system-wide strategic plan and regulations, and the College's mission, for consideration and approval by the BOT and submission to the BOG	2013-17 Four-Year Plan developed by the president in consultation with faculty and staff; 2018 Strategic Plan developed by the Office of the Provost Minutes from August 13, 2018 and July 17, 2018 BOT meetings provide evidence of the development of the plan.
Academic Programs and Student Affairs: • Adopt university regulations or policies, as appropriate, in areas including authorization and discontinuance of degree programs	Academic Programs and Student Affairs: • Establishment and termination of undergraduate and master's level degree programs within the approved role and scope of NCF	Master in Data Science program development (as described in the opening letter to the NCF Application for Level Change from Level II to Level III for SACSCOC, September 15, 2015). 2019 memos from the Provost describe the faculty-led process to authorize new academic programs (areas of

		concentration) in Neuroscience and Theater, Dance, and Performance Studies.
Personnel • provide for the establishment of the personnel program for all NCF employees, which may include: compensation and other conditions of employment, recruitment and selection, etc.	Personnel • Establish and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel, within law and rules and resolutions of the BOG and in accordance with rules or policies approved by the BOT	Faculty and staff recruitment (as described in response to SACSCOC Principle 6.3). A sample, signed letter of appointment demonstrates the Office of the Provost sets employment conditions for faculty. The agenda from a 7/24/2018 senior leadership meeting shows the proposal of a new employee recognition program.
Financial Management • submit an institutional budget request to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors	Financial Matters • Prepare a budget request, including a request for fixed capital outlay, and an operating budget for approval by the BOT	2018-19 legislative budget request developed by NCF administration and approved by the BOT [2017-07-10 BOT Minutes]

The development of NCF's Compliance & Ethics Program Plan provides another good example of the distinction between the Board's policy-making function and the administration's implementation of policy. As noted in the introduction to the Plan, Florida Board of Governors Regulation 4.003 requires the NCF Board of Trustees to assign responsibility to its Audit and Compliance Committee for oversight of a Compliance and Ethics program. To develop and implement the program, the President designated a Chief Compliance Officer. Senior administrative leaders, then, hold responsibility for implementing the program and fostering a culture of ethical conduct and compliance at NCF.

Minutes from the September 11, 2010 NCF BOT meeting provide further evidence of the distinction between the policy-making function of the board and the implementation responsibilities of the administration and faculty. During this meeting, the BOT Chair reminded the Board that they – not the administration – set the College's policies. The Chair also noted that the BOT was charged with assuring the successful continuation of the institution in perpetuity.

Materials from recent orientation sessions for new BOT members provide evidence that new Trustees are informed of the difference between governance (the policy-making function of the BOT) and management (the administration of those policies by NCF staff) [April 18, 2016 BOT Orientation slides].

Conclusion

Through its by-laws, the New College of Florida Board of Trustees ensures a clear and appropriate distinction between the policy-making function of the Board and the responsibility of the administration and faculty to administer and implement policy. Agendas and minutes from meetings of the Board, the President's senior leadership team, and faculty provide evidence of this distinction in action.

Supporting Evidence (in order of appearance)
1) Article IX (7) of the Florida Constitution 2) Florida Statute 1001.706 3) BOG Regulation 1.001(1) 4) BOG Regulation 1.001(2)(g) 5) NCF Regulation 2-1004(7)(g) 6) NCF regulation 2-2001 7) NCF regulation 2-2002(1)(a) 8) NCF Organizational Chart 9) 08/16/2017 DR agenda 10) 09/06/2017 DR agenda 11) 12/13/2017 DR agenda 12) 07/17/2018 DR agenda 13) 07/24/2018 DR agenda 14) 08/07/2018 DR agenda 15) 11/27/2018 DR agenda 16) 01/22/2019 DR agenda 17) Section 3.4 of the Faculty Handbook 18) 08/16/2017 AAC minutes 19) 07/26/2018 AAC minutes 20) 01/09/2019 AAC minutes 21) 02/14/2018 Faculty Meeting Minutes 22) 03/14/2018 Faculty Meeting Minutes 23) 09/12/2018 Faculty Meeting Minutes 24) NCF regulation 2-1004 25) NCF regulation 2-2002 26) 2013-17 Four-Year Plan 27) August 13, 2018 BOT Meeting Minutes 28) July 17, 2018 BOT Meeting Minutes 29) Opening letter to the NCF Application for Level Change from Level II to Level III for SACSCOC (2015-09-15) 30) April 2019 Provost memos to approve new areas of concentration 31) Sample, signed letter of appointment 32) Agenda from a 7/24/2018 senior leadership meeting 33) 2018-19 legislative budget request 34) 2017-07-10 BOT Minutes 35) NCF's Compliance & Ethics Program Plan 36) September 11, 2010 NCF BOT meeting 37) April 18, 2016 BOT Orientation slides

4.2c: CEO evaluation/selection

The governing board:

c. selects and regularly evaluates the institution's chief executive officer.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

In 2012, the New College of Florida Board of Trustees (BOT) conducted a search and selected Dr. Donal O'Shea as President and CEO [NCF Presidential Confirmation Packet]. Following regulations from the Board of Governors, the Board of Trustees evaluates the CEO each year.

Selection of NCF Chief Executive Officer

According to Florida Board of Governors (BOG) regulation 1.001(5)(c):

> *Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors and in accordance with the requirements of Regulation 1.002. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection process and criteria, the qualifications of the selected candidate, and a copy of the proposed employment contract to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. Renewals of presidential employment contracts shall be subject to confirmation by the Board of Governors and shall be limited to one-year terms.*

The provisions of BOG Regulation 1.002 (Presidential Search and Selection) include:

- The search committee, with no more than 15 members, must include one member of the BOG and at least three members of the BOT.
- An executive compensation analysis shall be obtained
- A search firm/consultant may be retained
- The BOT shall provide a charge to the search committee that outlines the scope of the search, the estimated timeline for the search, and the committee's responsibilities

These provisions are restated in BOT by-laws:

> *The BOT shall select the President subject to confirmation by the BOG. A Presidential search committee shall be appointed to make recommendations to the full BOT. The BOT shall select a candidate for confirmation and shall submit a written description of the selection process and criteria, and the qualifications of the selected candidate for BOG consideration. The candidate selected by the BOT shall be required to appear before the BOG at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. A two-thirds vote of the BOG shall be required to deny confirmation of a candidate selected by the BOT* [NCF regulation 2-1004(4)(f)]

Current NCF President Donal O'Shea was selected in 2012 under the provisions stated above. At the time, the BOG did not require state universities to include a member of the BOG on the search committee (because BOG regulation 1.002 was first adopted in 2016, BOG regulation 1.001, at that time, did not include the phrase "in accordance with the requirements of Regulation 1.002). All other procedures outlined in BOG regulation 1.002 were followed, however:

- A fifteen-member search committee was formed [June 18, 2011 BOT minutes] and a job description was developed.
- An executive compensation analysis was conducted
- The search firm Archer-Martin was chosen to assist with the search and prepare a Presidential Leadership Profile

The NCF Presidential Confirmation Packet summarizes information related to the search committee, search firm, timeline, and position announcement that led to the selection of Dr. Donal O'Shea as the fifth president of the College.

Annual Evaluation of NCF CEO

BOG regulation 1.001(5)(f) declares:

> *Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.*

The annual evaluation process is fleshed out in BOT by-laws:

> *The BOT shall conduct an annual evaluation of the President in accordance with rules of the BOG and submit such evaluations to the BOG for review. The evaluation must address the achievement of the performance goals established by the accountability process implemented pursuant to Chapter 1008.46, Florida Statutes, and the performance of the President in achieving the annual and long-term goals and objectives established in the institution's employment equity accountability program implemented pursuant to Chapter 1012.95, Florida Statutes. The Chair of the BOT shall request input from the Chair of the BOG, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the BOG's strategic goals and priorities, and compliance with system-wide regulations.* [NCF regulation 2-1004(4)(i)]

The BOT establishes an ad hoc Presidential Evaluation & Contract Committee each year to implement this process. Through feedback from a survey administered to faculty by the Faculty Appointments and Status Committee [FASC Survey and emails for 2017 and 2018; Redacted feedback from 2019 FASC survey] and an annual *President's Report on Activities*, [2018 President Activity Report; 2019 President Activity Report] the BOT gains further insight into the President's performance in achieving the annual and long-term goals of NCF. Each trustee also completes an evaluation form to score the president's performance as it relates to leadership, internal affairs, external affairs, advocacy, management, and the institution's annual and multi-year priorities.

The following minutes from BOT meetings provide evidence that this process is followed each year:

2019:

- 04/23/2019 Ad Hoc Presidential Evaluation & Contract Committee reviewed the presidential evaluation process and set a deadline by which Trustees complete their evaluation of the president.
- 06/08/2019 Ad hoc Presidential Evaluation & Contract Committee considered the draft evaluation summary for President O'Shea and approved submission to the Board of Governors.

2018:

- 04/02/2018 Ad Hoc Presidential Evaluation & Contract Committee reviewed the president's evaluation form.
- 05/30/2018 Ad Hoc Presidential Evaluation & Contract Committee adopted the Proposed 2018 Presidential Evaluation Report for recommendation to the full Board
- 06/09/2018 Ad Hoc Presidential Evaluation & Contract Committee agenda included a summary of the Trustee evaluations of the president. The minutes from this meeting indicate the evaluation was adopted.

2017:

- 04/10/2017 Ad Hoc Presidential Evaluation & Contract Committee reviewed the president's evaluation form.
- 06/06/2017 Ad Hoc Presidential Evaluation & Contract Committee discussed the evaluation process.
- 06/10/2017 BOT approved president's evaluation

2016:

- 03/05/2016 BOT appointment of Ad Hoc Presidential Evaluation Committee
- 09/10/2016 BOT approval of the president's evaluation

Conclusion

Materials from the 2012 Presidential Search provide evidence that the NCF Board of Trustees selects the institution's Chief Executive Officer. Minutes from meetings of the Board of Trustees and its Ad Hoc Presidential Evaluation Committee provide evidence of annual evaluations aligned with state regulations.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors (BOG) regulation 1.001(5)(c)
2) BOG Regulation 1.002 (Presidential Search and Selection)
3) NCF regulation 2-1004(4)(f)
4) BOG regulation 1.001
5) Fifteen-member search committee
6) June 18, 2011 BOT minutes
7) CEO job description
8) Executive compensation analysis
9) Presidential Leadership Profile
10) NCF Presidential Confirmation Packet
11) BOG regulations 1.001(5)(f)
12) NCF regulation 2-1004(4)(i)
13) FASC Survey and emails for 2017 and 2018
14) Redacted feedback from 2019 FASC survey
15) 2018 President Activity Report

16) 2019 President Activity Report
17) 04/23/2019 Ad Hoc Presidential Evaluation & Contract Committee
18) 06/08/2019 Ad Hoc Presidential Evaluation & Contract Committee
19) 04/02/2018 Ad Hoc Presidential Evaluation & Contract Committee
20) 05/30/2018 Ad Hoc Presidential Evaluation & Contract Committee
21) 06/09/2018 Ad Hoc Presidential Evaluation & Contract Committee agenda
22) 06/09/2018 Ad Hoc Presidential Evaluation & Contract Committee minutes
23) 04/10/2017 Ad Hoc Presidential Evaluation & Contract Committee
24) 06/06/2017 Ad Hoc Presidential Evaluation & Contract Committee
25) 06/10/2017 BOT meeting minutes
26) 03/05/2016 BOT meeting minutes
27) 09/10/2016 BOT meeting minutes

4.2d: Conflict of interest

The governing board:

d. defines and addresses potential conflict of interest for its members.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The Florida Code of Ethics for Public Officers and Employees [FS § 112.311 - 112.326] and institutional regulations define potential conflicts of interest for the NCF Board of Trustees (BOT).

Since New College of Florida's previous SACSCOC decennial reaffirmation in 2008, the NCF Board of Trustees has not had a case in which a Board member was forced to recuse him or herself from a board action due to a conflict of interest.

Conflict of interest policies

The NCF BOT by-laws [NCF Regulation 2-1011(3)] define *conflict of interest*:

> *"Conflict of interest" means a situation in which regard for a private interest tends to lead to disregard of duties related to NCF or the interests of NCF. A Trustee shall be considered to have a conflict of interest if:*
> *(a) Such Trustee has existing or potential financial or other interests that impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the College, or*
> *(b) Such Trustee is aware that a member of his or her family, or any organization in which such Trustee (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests.*

The by-laws further establish clear policies for ethics and conflicts of interest on the part of NCF trustees as "state officers" subject to the requirements of the Florida Code of Ethics for Public Officers and Employees set in Florida Statutes [FS § 112.311 - 112.326]. This Code of Ethics states:

> *It is hereby declared to be the policy of the state that no officer or employee of a state agency or of a county, city, or other political subdivision of the state, and no member of the Legislature or legislative employee, shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest. To implement this policy and strengthen the faith and confidence of the people of the state in their government, there is enacted a code of ethics setting forth standards of conduct required of state, county, and city officers and employees, and of officers and employees of other political subdivisions of the state, in the performance of their official duties. It is the intent of the Legislature that this code shall serve not only as a guide for the official conduct of public servants in this state, but also as a basis for discipline of those who violate the provisions of this part.* [FS § 112.311(5)]

Furthermore, Florida statute defines specific actions and associations that would be conflicts of interest. Florida Statutes state that trustees may not have or hold any employment or contractual relationship with any business entity or any agency that is doing business with the BOT or NCF, except when the contractual relationship falls within exemptions stated in the statutes. Florida Statutes also declare that trustees may not hold any employment or contractual relationship that will create a continuing or frequently

recurring conflict between their private interests and the performance of their public duties that would impede the full and faithful discharge of their public duties [FS § 112.313(7)(a, 1,2)].

Trustees are prohibited from acting in their official capacity to directly or indirectly purchase, rent, or lease any realty, goods, or services from any business entity of which the trustees or their spouses or children have material interest. Trustees also shall not act in a private capacity to rent, lease, or sell any realty, goods, or services to BOT or NCF. Additionally, trustees shall not solicit or accept gifts [FS § 112.313(3)].

To ensure all trustees are aware of conflict of interest policies, the BOG requires appointed trustees to attend an orientation session [2018 Trustee Orientation Agendas]. As the BOG Trustee Appointments and Development website states, this orientation session provides "an overview of Florida's Sunshine and ethics laws and the State University System's audit and compliance functions."

Materials from a 2018 NCF Board of Trustees Orientation Session demonstrate that trustees are made aware of regulations related to ethics and conflict of interest, as well as the Florida Government Code of Ethics.

The Florida Commission on Ethics requires every member of a State University System University Board of Trustees to file an annual disclosure form with the State Florida Commission on Ethics [FS § 112.3145]. Trustees complete and sign these Statements of Financial Interest to report their financial interests and certify that they have completed mandatory training. New College also has each Trustee sign our Conflict of Interest Affirmations to affirm that they have read and understood NCF Regulation 2-1011 (Ethics and Conflict of Interest) and its requirements and agree to fully comply with the terms of the Regulation and the Florida Code of Ethics. Each year, the Secretary of the Board of Trustees signs a document certifying every Trustee has signed the Conflict of Interest Affirmations.

Trustees are required to bring any potential conflicts of interest – or uncertainty regarding a conflict of interest – to the immediate attention of the BOT [NCF Regulation 2-1011(4)]. Likewise, Florida law requires trustees to disclose the nature of their interest in a matter if it would result in special gain or loss to the trustee, a relative, or a business associate [FS § 112.3144(2)(a)].

Conclusion

Potential conflicts of interest – along with procedures to deal with any potential conflicts – are defined in both Florida statutes and institutional regulations. Trustees are made aware of these rules during required Trustee Summits offered by the Florida Board of Governors and orientation sessions offered by NCF.

Supporting Evidence (in order of appearance)
1) FS § 112.311 - 112.326
2) NCF Regulation 2-1011
3) FS § 112.311(5)
4) FS § 112.313(7)(a, 1,2)
5) FS § 112.313(3)
6) 2018 Trustee Orientation Agendas
7) BOG Trustee Appointments and Development website
8) 2018 New College of Florida Board of Trustees Orientation Session
9) FS § 112.3145
10) Statements of Financial Interest
11) Conflict of Interest Affirmations
12) NCF Regulation 2-1011 (Ethics and Conflict of Interest)
13) NCF Regulation 2-1011(4)
14) FS § 112.3144(2)(a)

4.2e: Board dismissal

The governing board:

e. has appropriate and fair processes for the dismissal of a board member.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Members of the New College of Florida (NCF) Board of Trustees (BOT), as public officers, are subject to Florida law governing the suspension or removal of public officers. BOT members may only be dismissed for appropriate reasons through a fair process.

Policies and processes for dismissal

Florida Statute 1001.71(3) establishes the NCF Board of Trustees (BOT) as part of the executive branch of state government. As such, Article IV (7) of the Florida Constitution establishes the methods for removal of trustees. Through executive order stating the grounds, the governor may suspend from office any trustee for "malfeasance, neglect of duties, drunkenness, incompetence, permanent inability to perform official duties, or commission of a felony."

To remove or suspend a trustee, the Florida Senate must act according to a process defined in FS § 112.40-112.52. This process affords a suspended trustee a hearing before a select committee or special magistrate, with the suspended trustee notified sufficiently in advance to fully and adequately prepare a defense. The trustee is entitled to present this defense individually or through an attorney in a full and complete, public hearing [FS § 112.47]

State statutes also provide:

> *…a method for removal from office is not otherwise provided by the State Constitution or by law, the Governor may by executive order suspend from office an elected or appointed public official, by whatever title known, who is indicted or informed against for commission of any felony, or for any misdemeanor arising directly out of his or her official conduct or duties, and may fill the office by appointment for the period of suspension, not to extend beyond the term*. [FS § 112.52]

Because the NCF BOT does not have the authority to dismiss its members, it does not have a BOT-issued policy on trustee dismissal. BOT by-laws do, however, express a responsibility to notify the governor whenever a BOT member fails to attend three consecutive regular meetings in any fiscal year. Such unexcused absences may be grounds for removal [NCF regulation 2-1002(4)].

No examples of dismissal

New College of Florida (NCF) has had no cause to dismiss a governing board member and, therefore, has not applied its policy. Examples of implementation are unavailable because no dismissals have taken place.

Supporting Evidence (in order of appearance)
1) FS § 1001.71(3) 2) Article IV (7) of the Florida Constitution 3) FS § 112.40-112.52 4) FS § 112.47 5) FS § 112.52 6) NCF regulation 2-1002(4)

4.2f: External influence

The governing board:

f. protects the institution from undue influence by external persons or bodies.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The New College of Florida (NCF) Board of Trustees (BOT), as a public body corporate of Florida [FS § 1001.72(1)], is vested with the authority for the direction, operation, management, and accountability of NCF [BOG regulation 1.001(1)].

The powers and duties of the BOT do not include any obligation to consult with any political, religious, or other external body and no such issues have been brought before the BOT for resolution. Article I, Section 3 of the Florida Constitution protects NCF, as a public entity of Florida, from religious influence.

To ensure independence, the 13-member NCF BOT consists of six members appointed by the governor and five members appointed by the BOG (along with a faculty member and student member). Because it takes a seven-vote majority to approve motions, neither the governor- nor the BOG-appointed groups constitute a voting majority on its own.

Each appointment is confirmed by the Florida Senate to serve staggered five-year terms without compensation. The NCF faculty president and Student Advisory Council president serve as ex-officio voting members of the BOT [NCF regulation 2-1002(1-2)]. The members of the NCF BOT, along with their professional and community service affiliations, are published on NCF's public website.

Florida Statutes and BOT by-laws contain provisions to ensure the BOT is free from undue influence. Trustees, as public officers, are subject to the standards of conduct outlined in FS § 112.313. These standards prohibit trustees from:

- soliciting or accepting gifts or anything of value that might influence them [FS § 112.313(2)]
- misuse of their public position to secure a special privilege, benefit, or exemption [FS § 112.313(6)]
- holding any employment or contractual relationship with any entity that does business with NCF, or from having any employment or contractual relationship that will create a continuing or frequently recurring conflict between their private interests and the performance of their public duties, or that would impede the full and faithful discharge of their public duties [FS § 112.313(7)(a)]
- disclosing or using information not available to members of the general public for personal gain or benefit [FS § 112.313(8)]

To protect NCF from undue influence from external persons or bodies, the BOT by-laws [NCF regulation 2-1011: Ethics and Conflict of Interest] require trustees to bring any potential conflicts of interest to the immediate attention of the BOT. The by-laws also require trustees to disclose the nature of any interest (which would lead to private gain or loss) in a public record in a memorandum in the minutes of the BOT meeting. Trustees sign Conflict of Interest forms to affirm they agree to fully comply with the terms of the Regulation and the Florida Code of Ethics [Conflict of Interest form; 2018 Conflict Certification from Assistant Board Secretary; sample of two signed Conflict of Interest Affirmations (2019)].

Minutes from a meeting of the BOT Finance and Administration Committee [BOT minutes: January 29, 2009] provide an example of how the BOT has protected NCF against undue influence by external bodies. At that meeting, a trustee reported that he had received complaints from local contractors (who were also donors to NCF) about their unsuccessful bids for major projects on campus. The Committee reviewed and reaffirmed protocols governing the procurement process. Following this reaffirmation, NCF staff members reviewed the procurement process and evaluation criteria with local contractors.

Conclusion

The composition of the NCF Board of Trustees, along with state regulations and BOT by-laws, protect the institution from undue influence by external persons or bodies.

Supporting Evidence (in order of appearance)
1) FS § 1001.72(1) 2) BOG regulation 1.001(1) 3) Article I, Section 3: Religious Freedom 4) NCF regulation 2-1002(1-2) 5) NCF's public website (Trustee Listing) 6) FS § 112.313 7) NCF regulation 2-1011: Ethics and Conflict of Interest 8) Conflict of Interest form; 2018 Certification from BOT Secretary; sample of two Conflict of Interest Affirmations (2019) 9) BOT minutes: January 29, 2009

4.2g: Board evaluation

The governing board:

g. defines and regularly evaluates its responsibilities and expectations.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The New College of Florida Board of Trustees (BOT) defines its responsibilities and expectations in extensive by-laws and regularly evaluates those responsibilities, and its performance, through a formal self-evaluation process.

As the entity that grants authority to the Board of Trustees, the Florida Board of Governors (BOG) also defines and regularly evaluates its responsibilities and expectations for the Florida State University System.

New College of Florida Board of Trustees (BOT): Definition of Responsibilities & Expectations

Article IX (7c) of the Florida Constitution grants authority to the Florida Board of Governors (BOG) to establish the powers and duties of the BOT. These BOT powers and duties are articulated in BOG regulation 1.001 and restated in NCF BOT by-laws [NCF regulations, Chapter 2].

The by-laws dictate the structure of the BOT. As previously described in depth in response to SACSCOC Principles 4.1 and 4.2, the by-laws define the appointment of members [NCF regulation 2-1002] and clearly distinguish the policy-making role of the BOT from the administrative role of the Chief Executive Officer (the NCF president, who serves as the Secretary of the BOT) [NCF regulations 2-1007; 2-2002].

The by-laws also clearly elaborate the BOT's legal obligations, and the powers and limitations of board members [NCF regulation 2-1004]:

By-laws section	Description / Summary
General Powers, Duties and Responsibilities *2-1004(1)*	Establishes the NCF BOT as a public body corporate, performing an essential public function, and subject to state laws.
University Administration and Oversight *2-1004(2)* *2-1006*	The BOT has the authority to govern NCF in accordance with law and the regulations, resolutions, and agreements of the Board of Governors. It can establish committees to address academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, budgets and other matters. The BOT adopts plans to accomplish top priorities with financial plans and actions to achieve them. The BOT is required to maintain information systems and report information required by the BOG. The NCF president is required to report to the BOT and provide information the BOT requires. The BOT has the power to act without a recommendation from the President. The BOT has other powers related to insurance, regulations, technology, research, emergency preparedness, traffic regulation and other matters.

Academic Programs and Student Affairs *2-1004(3)*	The BOT ensures that students have access to general education courses that fulfill degree programs as regulated by the state. The BOT can establish or end undergraduate and master's degree programs, pursuant to BOG criteria. The BOT governs admissions and financial aid and establishes performance standards for the awarding of degrees. It has other powers related to coordinating with school districts, overseeing student activities and records, and policies for religious tolerance, prevention of hazing, and academic honesty.
Personnel *2-1004(4)*	The BOT establishes the personnel program for all College employees, including compensation and other conditions of employment, recruitment and selection, standards for performance, conduct, evaluation, benefits, and hours of work, and other aspects of personnel management, such as policies for leave, travel, academic freedom, inventions and works, learning opportunities, ethical obligations, public bargaining, promotion and demotion, discipline, and separation and termination. The BOT also is responsible for all aspects of selecting and evaluating the college President.
Financial management *2-1004(5)*	The BOT is responsible for financial management of the College, and submits an operating budget and capital outlays request to the BOG for approval. The BOT establishes tuition and fees, as well as waivers for tuition and fees, pursuant to the State University System Governance Agreement. The BOT engages in sound debt management practices and complies with the BOG guidelines on the authorization, issuance, and sale of College and direct support organization debt. The BOT accounts for expenditures of all state, local, federal, and other funds in accordance with BOG guidelines or regulations, and state or federal law. The BOT establishes policies and procedures for annual internal audits of College finances and operations, and submits audit reports to the BOG after BOT review. The BOT and any direct support organization submit annual financial statements to the BOG. The BOT can enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
Property and Purchasing *2-1004(6)*	The BOT, in accordance with state laws and regulations, may sell, convey, transfer, exchange, trade, or purchase real property and related improvements. It executes deeds, mortgages and leases, subject to BOG approval. The BOT administers plans for facilities maintenance and construction and is responsible for use of college facilities. It prepares and adopts a master plan and campus development agreement. The BOT also is responsible for fire safety and sanitation, parking facilities and other aspects of property management.
Other Powers and Duties *2-1004(7)*	The BOT is responsible for cost-effective decisions related to NCF's mission, to measure performance, report information and aid in development of state policy, to develop an accountability plan, and perform other duties as assigned by the BOG. The BOT can establish direct support organizations and College health services support organizations, and form corporate entities as needed. The BOT develops plans to work with board of other colleges and school districts to develop plans for the state's educational system.

To ensure all members of the NCF BOT are aware of their powers, duties, and responsibilities, the BOG requires appointed trustees to attend an orientation session [2018 Trustee Orientation Agendas]. As the BOG website's Trustee Appointments and Development page states:

> *Appointed members must be confirmed by the Florida Senate and are required to attend an orientation session held by the Board of Governors. Trustee orientation serves to educate new trustees about the governance roles and responsibilities of the Board of Governors and boards of trustees; the goals established in the Board's 2025 Strategic Plan for the State University System; the accountability measures implemented by the Board, including performance-based funding; the mechanics of university funding; and an overview of Florida's Sunshine and ethics laws and the State University System's audit and compliance functions.*
>
> *In addition, the Board of Governors provides opportunities for trustees across the State University System to come together collectively to share best practices for higher education governance and to discuss challenges and opportunities facing our state universities. Each November, the Board hosts a Trustee Summit featuring national thought leaders and experts in the State University System to address an array of topics relevant to effective board leadership and elevating our institutions' ability to accomplish their tripartite mission of teaching, research and service.*

Additionally, to ensure Trustees understand their duties and responsibilities, NCF regularly offers orientation sessions for new Trustees. For example, on April 18, 2016, new Trustees engaged in an orientation session focused on effective governance and financial oversight [BOT Orientation presentation slides], governing documents, ethics, and facts about NCF [BOT Orientation Governing Documents document. More recently, BOT Orientations were held on 04/20/2018 and 07/16/2018 for new Trustees to learn about the College, the State University System, the Florida Board of Governors, and laws affecting public boards in the state of Florida [2018 BOT Orientation materials].

New College of Florida Board of Trustees (BOT): Evaluation of Responsibilities & Expectations

NCF trustees regularly evaluate the function of the BOT through a self-evaluation process.

At an August 18, 2017 BOT meeting, the BOT formed an ad hoc Board Appraisal Committee in 2017 to discuss the appraisal process to be adopted. From this initial meeting, the committee concluded its first step was to identify the criteria on which the BOT will evaluate itself.

Following that initial meeting, the BOT contracted with the Association of Governing Boards of Universities and Colleges (AGB) to administer and analyze results from a Board Self-Assessment survey. The results of this Board Self-Assessment, presented to the BOT during its March 3, 2018 meeting summarized BOT performance in six major areas:

1. Mission and Strategy
2. Leadership and Shared Governance
3. Institutional Sustainability
4. Quality of Educational Experience
5. Board Performance
6. Board Culture

The self-appraisal also gauges trustee satisfaction and asked trustees to set Board priorities.

For each of those six areas, the AGB report summarizes strengths, concerns, and questions for the BOT to consider. For example, in the area of "Board Culture," the self-appraisal found:

Strengths	- Strong and effective conflict of interest policy - Effective committee structure and usage - Effective use of Executive Committee (split opinion) - Right skill and experience set across Board - Impression that structure of Board meeting includes ample time for substantive discussion
Concerns	- Implements steps for board development - Provides meaningful orientation program - Board – chief executive relationship in seeking philanthropic support - Effective use of Executive Committee (split opinion) - "Committee system is structured for maximum time efficiency, not for real work to come from committee." - "Board could do more to help fundraising, including personally contributing to College.
Questions to Consider	- How are new board members oriented to the responsibilities of trusteeship? Are new members provided with a statement of expectations? - How is the board educated about current higher education issues and future concerns? - How does the board assess its own performance? What are the criteria for assessing the board and individual members? - Does the board receive the right information for thoughtful analysis and decision making? - Does the committee structure work well at informing and guiding policy and practice? - Do committee chairs have a clear understanding of how committee work relates to strategic institutional goals and the work of the chief executive and administration? - Do committee chairs coordinate their agendas to address overlap and facilitate joint action?
Recommended Actions to Improve Board Performance	- Improve the board's capacity and functionality through increased attention to the qualifications and recruitment of members, board orientation, committee composition, and board member rotation. Charge the Governance Committee (or other committee) with this responsibility. - Regularly review and renew board composition, with an eye to such factors as: diversity by race, gender, age, geography, and occupation; financial expertise or literacy; experience in higher education; independence; knowledge of and affinity with the institution; commitment to personal philanthropy and recruitment of other donors; and enthusiasm for trusteeship as a voluntary commitment. Create a profile of current and desired board composition to guide the selection of board members. - Include in the orientation of new board members the board's priorities, the fiduciary responsibilities of the board, and expectations for individual board members. - Encourage informed board decisions and promote transparency with board-level metrics, dashboards, and other meaningful data. - Conduct a board retreat periodically.

Note that these results provided a motivation to update Trustee Orientation materials for our summer 2018 orientation sessions.

The BOT formed another ad-hoc committee during its March 3, 2018 meeting to discuss these results [03.20.18 Ad hoc Committee on Board Governance minutes] and determine how to improve BOT performance and effectiveness. At this meeting, the committee considered the following goals and outcomes:

- The BOT should take a more active role in creating agendas and facilitating BOT meetings
- The BOT should be an active participant in helping to set the mission of the College
- The BOT should take ownership of how NCF is perceived by internal and external audiences
- The BOT should gather more detailed information about the functions of the College and become more familiar with individual faculty and staff members

The committee also discussed the development of information dashboards to give the BOT regular snapshots of the College in five areas: admissions, fundraising, financial health, diversity, and academic

strategy. When this Ad hoc Committee on Governance met again on June 7, 2018 the members further discussed dashboards and recommended that they merge with the BOT Strategic Planning Committee. This merger ultimately led to the development of metrics to measure success of the 2018-28 NCF Strategic Plan.

New College of Florida Board of Trustees (BOT): Self-Appraisal Policy and Procedures

Building upon the initial cycle of self-evaluation completed in March 2018, the NCF BOT approved a self-appraisal process at its June 8, 2019 meeting. The process, which will take place every three years, starts in January with all Trustees completing a 54-item survey that assesses the Board's effectiveness in the areas of mission and strategy, governance and leadership, institutional sustainability, quality of educational experience, board performance, and board culture. The survey also asks for the satisfaction level of each Trustee, as well as perceptions of what the Board's priorities should be. The survey ends by giving Trustees the opportunity to respond to four open-ended questions and provide additional comments.

In February, NCF staff will analyze responses to the survey and provide a summary to the Board Chair. Because the survey items are similar to those on the AGB survey completed in 2018, trends will be analyzed (as well as areas of relative strength and opportunities for improvement). Then, at the March BOT meeting, the Board will discuss the results and take any actions as a result of the self-appraisal.

As indicated in the approved self-appraisal process, the next cycle of self-evaluation is scheduled to begin January 2021.

Florida Board of Governors (BOG): Definition of Responsibilities & Expectations

Article IX (7d) of the Florida Constitution establishes the statewide BOG as a 17-member body corporate to operate, regulate, control, and be fully responsible for the management of the State University System (SUS) of Florida. This includes:

- defining the distinctive mission of each university in the SUS and its articulation with free public schools and community colleges;
- ensuring the well-planned coordination and operation of the system, and
- avoiding wasteful duplication of facilities or programs

Florida Statutes [FS § 1001.70 - 1001.73] specifically define the role of the BOG:

Statute	The Board of Governors…
Purpose FS § 1001.70(3)	"…shall exercise its authority in a manner that supports, promotes, and enhances a K-20 education system that provides affordable access to postsecondary educational opportunities for residents of the state…"
Responsibilities FS § 1001.705	"…has the duty to operate, regulate, control, and be fully responsible for the management of the whole publicly funded State University System and the board, or the board's designee, has responsibility for: (a) Defining the distinctive mission of each constituent university. (b) Defining the articulation of each constituent university in conjunction with the Legislature's authority over the public schools and Florida College System institutions. (c) Ensuring the well-planned coordination and operation of the State University System. (d) Avoiding wasteful duplication of facilities or programs within the State University System.

	(e) Accounting for expenditure of funds appropriated by the Legislature for the State University System as provided by law. (f) Submitting a budget request for legislative appropriations for the institutions under the supervision of the board as provided by law. (g) Adopting strategic plans for the State University System and each constituent university. (h) Approving, reviewing, and terminating degree programs of the State University System. (i) Governing admissions to the state universities. (j) Serving as the public employer to all public employees of state universities for collective bargaining purposes. (k) Establishing a personnel system for all state university employees... (l) Complying with, and enforcing for institutions under the board's jurisdiction, all applicable local, state, and federal laws."
Regulatory authority FS § 1001.706(2)	"has the authority to regulate the State University System and may adopt a regulation development procedure for the Board of Governors and the university boards of trustees to use in implementing their constitutional duties and responsibilities."
Organization and operation of state universities FS § 1001.706(3)	(a) "shall develop guidelines and procedures related to data and technology… (b) "shall develop guidelines relating to divisions of sponsored research… (c) "shall prescribe conditions for direct-support organizations and university health services support organizations to be certified… (d) "shall develop guidelines for supervising faculty practice plans for the academic health science centers... (e) "shall ensure that students at state universities have access to general education courses… (f) "shall approve baccalaureate degree programs that require more than 120 semester credit hours of coursework prior to such programs being offered by a state university… (g) "shall adopt a written antihazing policy, appropriate penalties for violations of such policy, and a program for enforcing such policy… (h) "may establish a uniform code of conduct and appropriate penalties for violations of its regulations by students and student organizations, including regulations governing student academic honesty... (i) "shall adopt regulations requiring universities to use purchasing agreements or state term contracts…"
Finance FS § 1001.706(4)	(a) "...shall account for expenditures of all state, local, federal, and other funds… (b) "shall prepare the legislative budget requests for the State University System, including a request for fixed capital outlay…. The Board of Governors shall provide the state universities with fiscal policy guidelines, formats, and instruction for the development of individual university budget requests… (c) "shall establish tuition and fees… (d) "...is authorized to secure comprehensive general liability insurance… (e) "...may transfer unused appropriations from the Education/General Student and Other Fees Trust Fund, pursuant to s. 1011.4106(2), between institutions."
Accountability FS § 1001.706(5)	(a) "shall align the missions of each constituent university with the academic success of its students; the national reputation of its faculty and its academic and research programs; the quantity of externally generated research, patents, and licenses; and the strategic and accountability plans required… (b) "shall develop a strategic plan specifying goals and objectives for the State University System and each constituent university, including each university's contribution to overall system goals and objectives. (c) "shall develop an accountability plan for the State University System and each constituent university… (d) "shall maintain an effective information system to provide accurate, timely, and cost-effective information about each university…"

Personnel FS § 1001.706(6)	"...shall establish the personnel program for all employees of a state university. The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected…"
Property FS § 1001.706(7)	(a) "...shall develop guidelines for university boards of trustees relating to the acquisition of real and personal property and the sale and disposal thereof and the approval and execution of contracts for the purchase, sale, lease, license, or acquisition of commodities, goods, equipment, contractual services, leases of real and personal property, and construction… (b) "shall develop guidelines for university boards of trustees relating to the use, maintenance, protection, and control of university-owned or university-controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the university… (c) "...shall administer a program for the maintenance and construction of facilities...
Compliance with laws, rules, regulations and requirements FS § 1001.706(8)	"...has responsibility for compliance with state and federal laws, rules, regulations, and requirements."
Cooperation with other boards FS § 1001.706(9)	"...shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Higher Education Coordinating Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of the Florida College System institution boards of trustees, representatives of the private colleges and universities, and representatives of the district school boards to achieve a seamless education system."

These powers and duties, along with the composition and organization of the Board of Governors, are also detailed in BOG regulation 1.001. The responsibilities of each committee of the Board of Governors are summarized on the BOG committee webpages and are summarized in the following table:

Committee	Responsibilities
Academic and Research Excellence	Developing system-level policy or initiatives to enhance the quality and national prominence of the constituent universities through the promotion of academic programs of distinction, increasing university research and research opportunities for students and faculty, and through the development of world class faculty and scholars.
Academic and Student Affairs	Developing system-level policy or initiatives to enhance the quality and national prominence of the constituent universities through the promotion of academic programs of distinction, increasing university research and research opportunities for students and faculty, and through the development of world class faculty and scholars. The activities of this committee include providing leadership for the development of system-level policy regarding admissions, articulation, academic programs, and student support services for the System; the review and approval of academic programs, limited access requests, and exceptions to state mandated program lengths; and regulations and issues relating to the aforementioned areas of responsibilities.
Audit and Compliance	Activities are governed by the Audit and Compliance Committee Charter that articulates the committee's duties and responsibilities. The committee's responsibilities, as they relate to the operation and management of the Board, are to provide oversight of activities related to internal audit, financial controls, compliance and ethics; to review significant accounting and reporting issues and confirm appropriate management responses; to review risk assessment methodologies and risk management policies; to assess the effectiveness of the internal control system; and to

	review and confirm appropriate management response to any report of significant audit or compliance-related findings and recommendations. The committee's responsibilities, as they relate to the operation and management of the System, are to act as a liaison with university boards of trustees; review university independent financial and operational and internal university audit reports; identify trends in these reports and confirm that adverse trends are being addressed; initiate inquiries if the committee has reasonable cause to believe a university is not providing for appropriate response to significant or repeat audit findings; direct the Board's Inspector General to conduct an inquiry or investigation if the committee has reasonable cause to believe that a university board of trustees is unwilling or unable to provide for objective investigation of credible allegations of fraud or other substantial financial impropriety; and perform due diligence to help ensure the accuracy of data submitted to the Board.
Budget and Finance	The review of annual operating budget guidelines and legislative budget requests, university operating budgets, annual financial statements, tuition differential proposals, new fees, increases to existing fees, flexible tuition policies, select regulations and other budgetary or financial issues that may arise.
Drugs, Alcohol and Mental Health Task Force	Using existing evidence to 1) document the most critical drug, alcohol, and mental health issues facing SUS students, 2) identify best practices, 3) develop system- wide recommendations for effectively addressing the most critical issues, and 4) identify resources needed to implement the system-wide recommendations.
Facilities	Approval of the annual system-wide Fixed Capital Outlay Legislative Budget Request, concurrency requests and applicable regulations; the issuance of debt; the facilitation of the Public Education Capital Outlay and Alec P. Courtelis Facility Enhancement Challenge Grant project lists; and monitoring of any financial or facility-related matters which may occur.
Innovation and Online	Investigating policies and best practices for transformative and innovative approaches to the delivery of higher education; engage thought leaders to assist in exploring initiatives that may include systemwide cost efficiencies and effectiveness for university programs and services, credentialing, funding models for online education, collaborating for online course and/or program production and delivery, and meeting workforce needs through online education.
Legislative Affairs	Development and implementation of strategies for advocacy of the Board's legislative agenda to the Legislature, Governor, and appropriate constituent groups.
Nomination and Governance	The review and recommendation of applicants to serve as trustees on the university boards of trustees. The committee is responsible for enhancing interaction and communication between members of the Board of Governors and members of the boards of trustees, and for addressing matters related to the governance of the State University System including, but not limited to, the delegation of authority to university boards of trustees.
Strategic Planning	Providing leadership for the development of the System Strategic Plan and the subsequent monitoring of progress toward System goals; the review and approval of institutional strategic plans; the review of University Work Plans; the review and approval of the System Annual Reports; and select regulations and issues regarding System structure and other topics related to strategic planning and performance monitoring.
Tuition Appeals	Hear all university appeals associated with the Board's denial of a university's tuition differential, new fee, or flexible tuition proposal.
Two + Two Articulation	Identifying and implementing best practices and strategies to facilitate the seamless articulation of students between Florida College System institutions and state universities.

Florida Board of Governors (BOG): Evaluation of Responsibilities & Expectations

Through its strategic planning, accountability planning, and performance-based funding system, the Florida Board of Governors engages in ongoing self-evaluation activities. The BOG has also recently implemented a self-appraisal process to evaluate the Board's responsibilities and expectations.

The following table summarizes – and provides evidence of – some of the ongoing evaluation activities:

Area of Self-Evaluation	Evidence from BOG meetings
BOG hosts orientation sessions for new members to review responsibilities, powers, and expectations	BOG orientation schedules and agendas: 01/24/2018, 07/29/2014, 03/27/2013, 03/13/2012, 03/16/2010
BOG evaluates expectations for trustees through trustee orientation sessions and Trustee Summits	BOG Trustee Orientation Agendas: 01/30/2019, 06/26/2018, 06/21/2016 BOG Trustee Summit description from 11/09/2017 BOG meeting minutes
Florida Statute 120.74 requires the BOG to annually publish a regulatory plan listing: • Laws enacted or amended in the preceding year that modify duties or authority of the BOG; • Laws which the BOG expects to implement through rulemaking before the following July 1st; • Updates to the prior year's regulatory plan.	BOG Regulatory Plans: 2015, 2016, 2017, 2018
BOG-BOT Communication Protocols: The BOG Chair holds two planning meetings per year with all Board of Trustees members to discuss proposed budget and legislative initiatives. The BOG also outlines trustee responsibilities and the respective roles of the Board of Governors to manage the system and the Board of Trustees to oversee administration and management of each university.	BOG-BOT Communication Protocols
The Board of Governors evaluates its responsibilities and expectations for systemwide performance through annual presentations of Accountability Plans. Through these presentations and the development of a systemwide Accountability Plan, the Board of Governors sets expectations for performance in dozens of metrics. The BOG also regularly evaluates the system's performance on its long-term strategic planning goals. These evaluations often lead to changes to goals and metrics (demonstrating a self-evaluation of expectations for systemwide performance).	BOG Regulation 2.002: University Accountability Plans An agenda and presentation to the BOG Strategic Planning Committee on 01/31/2019 demonstrates how the BOG reviews the system's performance on key long-term metrics and uses that review to modify goals and metrics. A State of the System Address from BOG Chair Ned Lautenbach on January 25, 2018 that addresses system performance on key long-term goals. BOG discussion of performance metrics and changes to those metrics from 10/16/2018, 10/3/2017, 10/17/2016. System Accountability Plan reviews: 03/30/2017, 08/31/2017, 06/27/2018, 09/13/2018 A BOG conference call from 05/09/2017 where the Chancellor evaluates system performance on legislative budget requests.

On January 31, 2019, the BOG adopted a self-evaluation process. At the January BOG meeting, the Board reviewed a BOG Self-Evaluation Survey template, developed by BOG staff in response to the new SACSCOC Principle 4.2g. The survey asks BOG members to identify their level of agreement with the following statements:

1. Board member responsibilities are clear
2. The Board is knowledgeable about state and regional higher education needs
3. The Board has protocols for responding to citizens and the media
4. The Board is knowledgeable about the mission and purposes of each SUS institution
5. The Board ensures that its mission and goals are sufficiently responsive to current and future state higher education and workforce needs.
6. The Board is familiar with the strategic and accountability plans of each institution.
7. Board members make decisions after thorough discussion and exploration of many perspectives.
8. The Board Chair regularly evaluates the Chancellor.
9. The Board understands the fiscal conditions of the SUS institutions.
10. Through the accountability and strategic plans, the Board monitors the effectiveness of the institutions in fulfilling their missions.
11. The Board adheres to a code of ethics.
12. Board members avoid conflicts of interest and the perception of conflicts of interest.
13. The Board recognizes positive accomplishments of SUS institutions.
14. The Board advocates SUS interests to state agencies and legislators.
15. New members receive an orientation to the Board and the institutions
16. The Board promotes an environment where Board members feel engaged, respected, and empowered to raise issues for discussion

The survey goes on to ask BOG members four open-ended questions:

17. What would you like to see the Board accomplish in the next two years?
18. What change or action would most improve the Board's performance?
19. What do you think the Board does well?
20. What are areas in which the Board could improve?

Through the biennial self-evaluation process adopted by the BOG at the January 2019 meeting [BOG meeting minutes from 01/31/2019], BOG members complete this survey in February and discuss the results at the March BOG meeting.

An action item for the March 28, 2019 BOG meeting shows that the results of the survey were discussed. The presentation of results from the BOG self-appraisal survey identifies perceived strengths, opportunities for improvement, and goals to accomplish over the next two years.

The next BOG self-evaluation survey will be administered in February of 2021.

Conclusion

New College of Florida operates in a multi-level governance system, with the statewide Florida Board of Governors delegating authority to the institutional Board of Trustees. The responsibilities and expectations of both Boards are defined in regulations and by-laws. Both Boards have adopted formal self-appraisal processes that ensure both Boards are regularly evaluating their responsibilities and expectations.

Supporting Evidence (in order of appearance)
1) Article IX (7c) of the Florida Constitution 2) BOG regulation 1.001 3) NCF Regulations, Chapter 2 4) NCF Regulation 2-1002 5) NCF Regulation 2-1007 6) NCF Regulation 2-2002 7) NCF regulation 2-1004 8) 2018 Trustee Orientation Agendas 9) BOG website's Trustee Appointments and Development page 10) BOT Orientation presentation slides 11) BOT Orientation Governing Documents document 12) 2018 BOT Orientation materials 13) August 18, 2017 BOT minutes 14) AGB Self-Assessment Report 15) BOT March 3, 2018 minutes 16) BOT March 3, 2018 minutes 17) 03.20.18 Ad hoc Committee on Board Governance minutes 18) Ad hoc Committee on Governance met again on June 7, 2018 19) 2018-28 NCF Strategic Plan 20) BOT Self-Evaluation process approved at June 8, 2019 BOT meeting 21) BOT Self-Evaluation survey 22) Article IX (7d) of the Florida Constitution 23) FS § 1001.70 - 1001.73 24) BOG regulation 1.001 25) BOG committee webpages 26) BOG orientation schedules and agendas: 01/24/2018, 07/29/2014, 03/27/2013, 03/13/2012, 03/16/2010 27) BOG Trustee Orientation Agendas: 01/30/2019, 06/26/2018, 06/21/2016 28) BOG Trustee Summit description from 11/09/2017 BOG meeting minutes 29) BOG Regulatory Plans: 2015, 2016, 2017, 2018 30) BOG-BOT Communication Protocols 31) BOG Regulation 2.002: University Accountability Plans 32) Agenda and presentation to the BOG Strategic Planning Committee on 01/31/2019 33) State of the System Address from BOG Chair Ned Lautenbach on January 25, 2018 34) BOG discussion of performance metrics and changes to those metrics from 10/16/2018, 10/3/2017, 10/17/2016 35) System Accountability Plan reviews: 03/30/2017, 08/31/2017, 06/27/2018, 09/13/2018 36) A BOG conference call from 05/09/2017 37) BOG Self-Evaluation Survey template 38) BOG meeting minutes 2019-01-31 39) Action item from the March 28, 2019 BOG meeting 40) Presentation of results from the BOG self-appraisal survey

4.3: Multi-level governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Multi-level governance structure

Article IX (7d) of the Florida Constitution establishes the Florida Board of Governors (BOG) as a 17-member statewide body corporate to operate, regulate, control, and be fully responsible for the management of the State University System (SUS) of Florida. The powers and duties of the BOG are articulated in Florida Statute § 1001.706.

Article IX (7c) of the Florida Constitution declares that each university within the Florida State University System (SUS) shall be administered by a 13-member Board of Trustees (BOT) dedicated to the purposes of the state university system. Section 7(c) also grants the statewide BOG the authority to establish the powers and duties of each university's BOT. Thus, the BOG delegates authority to the NCF BOT. The powers and duties delegated from the BOG to the NCF BOT are found in BOG regulation 1.001, while the BOG operating procedures are published online.

The multi-level governance system is summarized on the New College of Florida governance webpage.

(a) Mission

The statewide Board of Governors (BOG) has constitutional authority to define the distinctive mission of each university within the Florida State University System [Article IX (7d) of the Florida Constitution]. Florida Statute [FS § 1001.706(5)(a)] states:

> *The Legislature intends that the Board of Governors shall align the missions of each constituent university with the academic success of its students; the national reputation of its faculty and its academic and research programs [...] The mission alignment and strategic plan shall consider peer institutions at the constituent universities.*

The mission of New College of Florida is articulated in Florida Statute [FS § 1004.32].

The New College of Florida mission *statement* is approved by the BOT prior to receiving approval from the statewide BOG. The mission statement is reviewed annually as part of the BOG-required Accountability Plan [BOG regulation 2.002] which includes, among other things, the NCF mission statement.

Changes to the mission statement are made and approved through the strategic planning process. The mission statement was most recently revised by the New College of Florida Board of Trustees (BOT) in January 2014 and again in June 2019.

(b) Fiscal stability of the institution

With respect to fiscal matters, the statewide Board of Governors (BOG) has statutory authority to:

[FS § 1001.705]

- avoid wasteful duplication of facilities or programs within the State University System
- account for expenditure of funds appropriated by the Legislature for the State University System as provided by law
- submit a budget request for legislative appropriations for the institutions under the supervision of the board as provided by law

[FS § 1001.706]

- account for expenditures of all state, local, federal, and other funds through accounting systems with appropriate audit and internal controls
- establish tuition and fees and waivers pursuant to other state statutes
- secure comprehensive general liability insurance
- transfer unused appropriations from the Educational/General Student and Other Fees Trust Fund between institutions

In addition to these systemwide responsibilities, Florida Statute § 1001.706(1) declares the BOG, or the BOG's designee, shall be responsible for cost-effective policy decisions appropriate to each constituent university's mission.

Through BOG regulation 1.001(6), the BOG delegates authority and duties related to the fiscal stability of New College of Florida to the NCF local Board of Trustees. This regulation states that "each BOT shall be responsible for the financial management of its university." The regulation then goes on to delegate authority to the BOT in the areas of:

a. establishing tuition and fees
b. establishing waivers for tuition and fees
c. engaging in sound debt management practices
d. accounting for expenditures of state, local, federal, and other funds
e. entering into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees
f. establishing policies and procedures for the performance of annual internal audits of university finances and operations
g. submitting annual financial statements to the Board of Governors

Further explaining the roles of the BOG and NCF BOT in relation to the fiscal stability of the institution, the BOG has published Debt Management Guidelines on its website. The stated purpose of these guidelines is "to confirm that the state universities and their [Direct Support Organizations] must engage in sound debt management practices."

BOG regulation 9.007 further specifies the role of the NCF BOT in adopting an institutional operating budget. All the duties listed above must be done in accordance with guidelines or regulations established by the BOG. Evidence that the NCF BOT fulfills its duties is provided in response to SACSCOC Principle 4.1b.

(c) Institutional policy

Florida Statute § 1001.706 states that for university within the State University System, the Board of Governors (BOG), or the board's designee, shall be responsible for cost-effective policy decisions appropriate to the university's mission. BOG regulation 1.001 establishes legal authority and operating control of the NCF Board of Trustees (BOT). This includes authority to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors [BOG regulation 1.001(3)(j)].

This is reiterated in NCF BOT by-laws:

> *The BOT shall be responsible for cost-effective policy decisions appropriate to NCF's mission, the implementation and maintenance of high-quality education programs within law and rules of the BOG, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards*. [NCF regulation 2-1004(7)(g)]

Multi-level governance communication

In 2006, the BOG published a BOG-BOT Communication document to enhance communication and collaboration between each university's BOT and the statewide BOG.

To apprise BOT members of their powers and duties, the BOG requires appointed trustees to attend an orientation session [Trustee Orientation Agendas: 2019, 2018, 2016]. As the BOG Trustee Appointments and Development webpage states:

> *Appointed members must be confirmed by the Florida Senate and are required to attend an orientation session held by the Board of Governors. Trustee orientation serves to educate new trustees about the governance roles and responsibilities of the Board of Governors and boards of trustees; the goals established in the Board's 2025 Strategic Plan for the State University System; the accountability measures implemented by the Board, including performance-based funding; the mechanics of university funding; and an overview of Florida's Sunshine and ethics laws and the State University System's audit and compliance functions.*
>
> *In addition, the Board of Governors provides opportunities for trustees across the State University System to come together collectively to share best practices for higher education governance and to discuss challenges and opportunities facing our state universities. Each November, the Board hosts a Trustee Summit featuring national thought leaders and experts in the State University System to address an array of topics relevant to effective board leadership and elevating our institutions' ability to accomplish their tripartite mission of teaching, research and service.*

Conclusion

State statutes and regulations clearly define authority and control for the mission, fiscal stability, and institutional policy among the Florida Board of Governors and the New College of Florida Board of Trustees.

Supporting Evidence (in order of appearance)
1) Article IX (7d) of the Florida Constitution 2) Florida Statute § 1001.706 3) Article IX (7c) of the Florida Constitution 4) BOG regulation 1.001 5) BOG operating procedures 6) New College of Florida governance webpage 7) Article IX (7d) of the Florida Constitution 8) FS § 1001.706(5)(a) 9) FS § 1004.32 10) BOG regulation 2.002 11) January 3, 2014 BOT minutes and June 8, 2019 BOT action item 12) FS § 1001.705 13) FS § 1001.706 14) Florida Statute § 1001.706(1) 15) BOG regulation 1.001(6) 16) Debt Management Guidelines 17) BOG regulation 9.007 18) Florida Statute § 1001.706 19) BOG regulation 1.001(3)(j) 20) NCF regulation 2-1004(7)(g) 21) BOG-BOT Communication document 22) Trustee Orientation Agendas: 2019, 2018, 2016 23) BOG Trustee Appointments and Development webpage

Section 5: Administration and Organization

5.1: Chief executive officer [CR]

The institution has a chief executive officer whose primary responsibility is to the institution.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) Regulation 2-2001 (General Provisions – The President) outlines the primary responsibilities of the College's chief executive officer for the operation and administration of NCF:

> *The President is the chief executive and academic officer of the NCF and corporate secretary to the BOT. The President is responsible for the operation and administration of NCF. The President is responsible to the Board and shall be charged with carrying out the policies and plan of the Board in achieving the stated goals and objectives of NCF.*

NCF Regulation 2-2002 further articulates specific powers and duties of the president in the areas of:

1. College administration and oversight
2. Academic programs and student affairs
3. Personnel
4. Financial matters
5. Property and procurement
6. Other powers and duties (e.g., delegating presidential authority)

These duties – all focused on the operation and administration of the College – were described in the description of the position of the presidency in the *Presidential Search Leadership Profile* published during the CEO search in 2012.

Dr. Donal O'Shea currently serves as the President and CEO of New College of Florida. A brief biography of President O'Shea appears on the NCF website.

In addition to serving as the president of NCF, President O'Shea also serves as:

- President of the Florida Association of Colleges and Universities
- Member of the Council of Public Liberal Arts Colleges (COPLAC)
- Member and past president of the Southern University Conference (SUC)
- Member of the Sarasota County Chamber of Commerce
- Member of the Manatee County Chamber of Commerce
- Founding Member of the Cross College Alliance (CCA)
- Writer of op-ed pieces on New College and higher education for local newspapers and *Inside Higher Education*
- Member of various mathematical societies

None of these secondary activities create potential conflicts of interest with the interests of New College of Florida.

Conclusion

In accordance with institutional regulation, New College of Florida has a chief executive officer whose primary responsibility is to the institution.

Supporting Evidence (in order of appearance)
1) New College of Florida (NCF) Regulation 2-2001 (General Provisions – The President) 2) NCF Regulation 2-2002 3) Presidential Search Leadership Profile 4) Brief biography of President O'Shea

5.2a: CEO control

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

a. the institution's educational, administrative, and fiscal programs and services.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The regulations and reporting structures of New College of Florida ensure the president, as chief executive officer, has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services.

Presidential responsibilities and delegation of authority

As the chief executive and academic officer of the institution, the president of New College of Florida (NCF) is responsible for the operation and administration of NCF (as stated in NCF Regulation 2-2001). Specific responsibilities of the president for the institution's educational, administrative, and fiscal programs and services are articulated in NCF Regulation 2-2002.

The regulation also states that, "Such powers and duties may be further delegated to the President's designee(s) according to College regulations and internal policies." NCF Regulation 2-1007 specifies this delegation of authority process. When the president delegates authority to a designee, that designee receives a letter to grant specific authority to act. A sample delegation of authority from the President to the Provost and Vice President for Finance and Administration demonstrates that these delegations include the source of the delegated authority, a specific description of the authority being delegated, and limitations on the authority. The sample delegation letter is copied to the General Counsel, in accordance with institutional policy.

Organizational structure and positions reporting directly to the chief executive officer

When the president delegates authority, it is typically to key academic and administrative decision-makers displayed on the NCF organizational chart. Position descriptions, then, outline the authority that has been delegated. The positions directly reporting to the president are listed in the following table (with links to position descriptions showing each position reports to the president):

Position	Key Duties
Provost and Vice President for Academic Affairs	Assisted by the Associate Provost and the Associate Vice President for Academic Affairs, this position supervises Chairs of the three academic divisions, directors of interdisciplinary programs, the Director of the Master of Science in Data Science program, the Pritzker Marine Biology Research Center, Institutional Research and Assessment, the Office of Research Programs and Services, and the Library. The Provost is responsible for providing leadership and oversight for all academic affairs related to: faculty and curriculum, the library, institutional research and assessment, and research services

Vice President of Finance and Administration	This position ensures the financial and administrative well-being of New College by managing Finance and Administration, the Business Office (including Procurement Services), Human Resources, Environmental Health and Safety, Campus Police, the Physical Plant (including Facilities Planning and Construction), Information Technology, and Parking Services. The VP of Finance and Administration provides executive leadership in support of the College's business and financial operations; serves as the executive director of the NCF Development Corporation, a not-for-profit corporation providing capital construction financing support; seeks out and develops new sources of funds; determines possible alternative funding methods for accomplishing College goals; develops and maintains accounting and fiscal policies adopted by the Board of Trustees.
Vice President of Advancement and Executive Director of the New College Foundation	The VP of Advancement provides leadership, planning, direction and management for the development, implementation, and evaluation of strategic direction and overall management of advancement, alumni relations, and annual giving. This position ensures collaboration, support and strategic alignment of common goals, and represents the Foundation in internal College meetings and in the Sarasota community as needed. The Associate Vice President will serve as a member of the Institutional Advancement leadership group.
Dean of Outreach, Engagement and Inclusion and Chief Diversity Officer	The Dean of Outreach, Engagement, and Inclusion creates and administers College diversity and inclusion efforts, oversees the Center for Career Engagement and Opportunity, and supports and assesses efforts to foster a supportive, welcoming community for students, faculty, and staff.
Dean of Enrollment Management	This position manages the Registrar's Office, the Office of Financial Aid, and Admissions. The Dean is responsible for defining the mission, goals, and objectives of the Department of Enrollment Management in accordance with the larger vision of the College as expressed by the President. The Dean works closely with the Provost and the faculty on enrollment management in order to attract and retain students who demonstrate the academic ability, creativity, and talent necessary for success in the College's rigorous academic program and who are most likely to make a positive contribution to the life of the College.
Dean of Student Affairs	This position manages Student Life, the Center for Engagement and Opportunity, Campus Programs (including the Title IX Director), Student Success Programs, and Counseling, Wellness, and Fitness. The Dean works closely with the Provost, faculty, and students to devise fresh ways of fostering a seamless educational environment that will be a model for public liberal arts colleges. The Dean makes policy as it pertains to housing, student life, and the departments under the division of student life.
Director of Communications and Marketing	The Director works collaboratively with the campus community, external community, and media to ensure the visibility of the College and its achievements. This position develops and implements an integrated marketing plan designed to raise the College's profile locally, regionally, nationally, and internationally. Areas of oversight include news and media relations, marketing, public relations, advertising, publications, the website, internal portal, social media, management of digital assets, and planning and budgeting.
General Counsel	The General Counsel reports functionally to the Board of Trustees and administratively to the President and has ultimate responsibility for independently providing or coordinating the provision of legal advice, counsel, and representation necessary and desirable to serve NCF.

Chief of Staff & Dir. of Institutional Performance	The Chief of Staff and Director of Institutional Performance Assessment is responsible for the management of senior staff meetings, institutional effectiveness, and regional accreditation activities.

Because these positions report directly to the President, the president has ultimate responsibility over each area listed in the table. The President meets with his direct reports weekly – as a group each Tuesday in Direct Reports Meetings and with each direct report individually – to discuss operations and grant approvals, when necessary. No minutes or agendas are kept for the one-on-one meetings, but agendas are developed for the weekly Direct Reports Meetings.

In exercising control over these areas, the President approves annual goals articulated by each of his direct reports (e.g., 2018-19 Unit Goals). These goals are initially discussed at a summer retreat [June 2018 Direct Reports Retreat agenda] and progress is checked during a winter retreat [January 2019 Direct Reports Retreat agenda] and again at the end of the academic year [June 2019 Direct Reports Retreat agenda]. The level to which these goals are attained is then recorded in annual Effectiveness Reports (discussed in response to SACSCOC Principle 7.3: Administrative Effectiveness).

The President also completes annual performance appraisals for each of these positions in accordance with institutional policies and procedures (explained in response to SACSCOC Principle 5.4).

CEO exercising appropriate control

Specific examples of the NCF President exercising appropriate control over the powers and duties outlined in NCF Regulation 2-2002 include:

1. *College Administration and Oversight.*
   (e) Prepare a multi-year work-plan for consideration and approval by the BOT for submission to the BOG that outlines the College's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and system wide goals.

   The President works with staff from Academic Affairs, Finance and Administration, Student Affairs, and Enrollment Management to develop priorities, strategic directions, and performance expectations on annual work and accountability plans [2018 Accountability Plan]. A small sample of agendas from the President's senior leadership meetings provide evidence of the President exercising control over the goals, performance expectations, and strategic directions of the institution [DR meeting agendas: 04-03-2018, 04-24-2018, 05-08-2018].

2. *Academic Programs and Student Affairs.*
   (a) Propose for adoption by the BOT, as appropriate, College regulations or policies…

   Minutes from the June 9, 2018 NCF Board of Trustees Finance and Administration Committee meeting provide evidence of the President proposing to the BOT amendments to two institutional regulations.

3. *Personnel.*
   (a) Establish and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel, within law and rules and resolutions of the BOG and in accordance with rules or policies approved by the BOT.

An August 31, 2017 letter from the President provides an example of the President appointing the Chief of Staff.

An agenda from the July 24, 2018 senior leadership meeting provides evidence of a discussion President O'Shea had with his senior leadership team on a proposed employee recognition program. The program was implemented as a result of this discussion.

4. *Financial Matters.*
   (b) Prepare a budget request, including a request for fixed capital outlay, and an operating budget for approval by the BOT.

Minutes from the July 10, 2017 Board of Trustees meeting provides evidence of the BOT approving a legislative budget request authored by the President and his direct reports. Each year, the President works with the Vice President for Finance and Administration to gather input from the NCF administrative team to develop these legislative budget requests.

5. *Property and Procurement.*
   (c) Approve, execute, and administer contracts for and on behalf of the BOT for licenses; the acquisition or provision of commodities, goods, equipment, and services.

The 2018 Agreements with Art & Science Consulting Group (for strategic research to improve recruitment and retention) provide evidence of the President approving a contract for the acquisition of services. The agreement, signed by the President's Chief of Staff, was awarded after an Invitation to Negotiate (ITN) process whereby a committee led by the President evaluated proposals from five vendors [ITN Committee minutes from April 5, April 13, and April 18, 2018].

6. *Other Powers and Duties.*
   (f) Delegate Presidential authority.

A sample delegation of authority from the President to the Provost and Vice President for Finance and Administration provides evidence of the President exercising this authority. A 2017 email from the NCF General Counsel provides evidence that the President and his cabinet reviewed proposed delegations of power to identify owners of the presidential powers identified in the institutional regulation.

Conclusion

The regulations and reporting structures of New College of Florida ensure the president, as chief executive officer, has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services. Meeting agendas and minutes provide evidence of the president exercising this control.

Supporting Evidence (in order of appearance)
1) NCF Regulation 2-2001
2) NCF Regulation 2-2002
3) NCF Regulation 2-1007
4) Sample delegation of authority from the President to the Provost and Vice President for Finance and Administration
5) NCF organizational chart

6) Position Description: Provost and Vice President for Academic Affairs
7) Position Description: Vice President of Finance and Administration
8) Position Description: Vice President of Advancement and Executive Director of the New College Foundation
9) Position Description: Dean of Outreach, Engagement and Inclusion and Chief Diversity Officer
10) Position Description: Dean of Enrollment Management
11) Position Description: Dean of Student Affairs
12) Position Description: Director of Communications and Marketing
13) Position Description: General Counsel
14) Position Description: Chief of Staff and Director of Institutional Performance Assessment
15) 2018-19 Unit Goals
16) June 2018 Direct Reports Retreat agenda
17) January 2019 Direct Reports Retreat agenda
18) June 2019 Direct Reports Retreat agenda
19) NCF Regulation 2-2002
20) 2018 Accountability Plan
21) DR meeting agendas: 04-03-2018, 04-24-2018, 05-08-2018
22) June 9, 2018 NCF Board of Trustees Finance and Administration Committee
23) August 31, 2017 letter from the President
24) Agenda from the July 24, 2018 senior leadership meeting
25) July 10, 2017 Board of Trustees meeting
26) 2018 Agreements with Art & Science Consulting Group
27) ITN Committee minutes from April 5, April 13, and April 18, 2018
28) Sample delegation of authority from the President to the Provost and Vice President for Finance and Administration
29) 2017 email from the NCF General Counsel

5.2b: Control of intercollegiate athletics

The chief executive officer has ultimate responsibility for, and exercises appropriate control over:

b. the institution's intercollegiate athletics program.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida Regulation 2-2002(2)(i) grants the NCF President, as chief executive officer, the authority to "administer NCF's program of intercollegiate athletics."

Intercollegiate athletics at NCF: Co-ed sailing team

From 2014-15 through 2017-18, New College of Florida did not participate in any intercollegiate athletics programs [2018 Equity Report]. Currently, the College's co-ed sailing team represents the only intercollegiate athletics program offered at NCF. Competing as a club team in the South Atlantic Intercollegiate Sailing Association (SAISA), the NCF sailing team was active until 2014 and recently became active again in 2018-19 [NCF News: *Sailing team has good showing at Central Florida regatta*].

The sailing team's by-laws require the team to abide by all NCF rules and regulations and under the privileges as granted by Student Affairs and its leadership. The team also operates in accordance with Procedural Rules of the Inter-Collegiate Sailing Association of North America. The team is open to all students and no scholarship funds are awarded to students due to their participation on the team.

The team is funded through athletic fees paid by all NCF students. The New College Student Alliance (NCSA) allocates these fees to fund the NCF Fitness Center, which includes the Sailing Club and sailing team. The NCF president has authority over these budget allocations, as Florida Statute 1009.24(10)(b) and Florida Board of Governors Regulation 7.003(4)(e) grant power to veto any line item of the NCSA's proposed budget.

Athletics reporting structure

The Waterfront and Outdoor Recreation Coordinator [Position Description (PD)], responsible for supervising the sailing team, reports to the NCF Fitness and Recreation Director [PD], who manages athletics at NCF and reports to the Director of Counseling and Wellness. That Director of Counseling and Wellness reports to the Dean of Student Affairs [Student Affairs organizational chart], who reports directly to the President, further demonstrating the President's ultimate responsibility for, and control over, intercollegiate athletics at NCF.

Supporting Evidence (in order of appearance)
1) New College of Florida Regulation 2-2002(2)(i)
2) 2018 Equity Report
3) Club team in the South Atlantic Intercollegiate Sailing Association
4) NCF News: *Sailing team has good showing at Central Florida regatta*
5) Sailing team's by-laws
6) Procedural Rules of the Inter-Collegiate Sailing Association of North America
7) NCF Fitness Center webpage
8) Florida Statute 1009.24(10)(b)
9) Florida Board of Governors Regulation 7.003(4)(e)
10) Waterfront and Outdoor Recreation Coordinator position description
11) Fitness and Recreation Director position description
12) Student Affairs organizational chart

5.2c: Control of fundraising activities

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:

c. the institution's fund-raising activities.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The SACSCOC Resource Manual notes:

> *This standard refers to internal institutional fund raising and not independent, separately incorporated entities. (These entities fall under Standard 5.3 [Institution-related entities].)*

While NCF Regulation 2-2002(6)(c) grants authority to the College President to "accept gifts, grants, bequests, and devises on behalf of the College," all New College of Florida fundraising activities are centralized under the New College Foundation (a separately incorporated Direct Support Organization).

New College Foundation

As a direct support organization (DSO) defined under Florida Statute FS § 1004.28(1), the New College Foundation is a not-for-profit corporation organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of New College of Florida. The New College Board of Trustees (BOT) establishes all DSOs [Board of Governors Regulation 1.001(8)(b)] with the recommendation of the College President [NCF Regulation 2-2002(6)(a)]. The BOT also has the authority to certify (or decertify) that each direct support organization operates in a manner consistent with the goals of the university [FS § 1004.28(1)(a)(3)]. This ensures fundraising through the New College Foundation supports activities directly related to the New College of Florida mission.

Chief executive officer's control over Foundation fundraising

The College President has ultimate control over the institution's fundraising activities, in that the Executive Director of the New College Foundation reports to the College President, as required by the Florida Board of Governors Regulation 9.011(3) and NCF Regulation 2-1004(7)(b), and as indicated on the Foundation's organizational chart and Article VIII of the Foundation By-laws.

Further demonstrating the College President's ultimate responsibility and control over institutional fund-raising activities, Florida Statute FS § 1004.28(3) and Section 3 of the Foundation By-laws require that the College President, or the President's designee, serve on both the board of directors and the executive committee of the New College Foundation. Additionally, NCF Regulation 2-2002(6)(b) authorizes the College President to appoint a representative to the governing board of the New College Foundation, in consultation with the Chair of the BOT. Any changes to the New College Foundation bylaws must be submitted to the College President, who then submits the changes to the New College of Florida BOT for approval. The Executive Director of the New College Foundation reports on fundraising activities at each regular BOT meeting [sample BOT meeting minutes: 09/08/18; 11/4/17].

Further demonstrating the President's control over fund-raising activities of these DSOs, any changes to the New College Foundation bylaws must be submitted to the College President, who then submits the changes to the New College of Florida BOT for approval.

Since all institutional fundraising activities are centralized under the separately incorporated Foundation, the CEO's control over fundraising is discussed in greater detail in response to SACSCOC Principle 5.3c.

Supporting Evidence (in order of appearance)
1) SACSCOC Resource Manual 2) NCF Regulation 2-2002(6)(c) 3) FS § 1004.28(1) 4) Board of Governors Regulation 1.001(8)(b) 5) NCF Regulation 2-2002(6)(a) 6) FS § 1004.28(1)(a)(3) 7) Executive Director of the New College Foundation 8) Florida Board of Governors Regulation 9.011(2) 9) NCF Regulation 2-1004(7)(b) 10) Foundation organizational chart 11) Article VIII of the Foundation By-laws 12) Florida Statute FS § 1004.28(3) 13) Section 3 of the Foundation By-laws 14) NCF Regulation 2-2002(6)(b) 15) BOT meeting minutes: 09/08/18 16) BOT meeting minutes: 11/4/17

5.3: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

(a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
(b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner
(c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

As listed in a Florida Board of Governors (BOG) Information Brief, New College of Florida has formal relationships with three separately organized entities formed for the purpose of supporting the institution:

1. New College Foundation, Incorporated (NC Foundation) formed as a DSO in 2007 with a purpose to "seek, accept, invest, administer, and distribute private gifts given for funding of activities directly related to the mission of New College of Florida."

2. The New College of Florida Development Corporation (NCDC) purpose is to "assist New College of Florida in the financing of capital improvements, building renovations, furnishings, facilities, and improvements." NCDC was formed in 2006 to issue bonds to support construction of new residence halls and to restructure existing residence hall debt.

3. New College of Florida Property Corporation (NCPC) formed in 2006 with a purpose to "support activities and educational purposes of New College of Florida and its Development Corporation by assisting in acquiring facilities and constructing facilities on its campus and, in general, furthering its educational mission."

New College of Florida controls all three DSOs, as prescribed by state statutes, Florida Board of Governors regulations, and New College of Florida regulations. New College of Florida has no liabilities by virtue of its relationships with these DSOs.

(a) Clearly defined legal authority and operating control of NCF with respect to these entities

The three entities listed above are all direct support organizations (DSOs). Florida Statute 1004.28(1) defines a DSO as:

(i) a not-for-profit Florida corporation approved by the Department of State
(ii) organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of a state university in Florida or for the benefit of a research and development park or research and development authority affiliated with a state university
(iii) an organization that a state university board of trustees, after review, has certified to be operating in a manner consistent with the goals of the university and in the best interest of the state.

Florida law and Board of Governors (BOG) regulations require oversight of DSOs to include the following:

(i) a certification by the New College of Florida Board of Trustees that the DSO is operating consistent with the goal of the university and in the interests of the state in order to use university property, facilities, and personal services [FS § 1004.28(1)(a)(3), BOG Regulation 1.001(8)(b), BOG Regulation 9.011(1)]

(ii) an annual independent financial audit [FS § 1004.28(5), BOG Regulation 9.011(5)] to be submitted to the NCF BOT for review and the Florida BOG

(iii) the Chair of the university BOT shall appoint at least one representative to each DSO board of directors and executive committee (if any); the university BOT shall approve all appointments to any DSO board; the College President or designee is required to serve as a board member of the DSO and a member of the DSO's executive committee [BOG Regulation 9.011(9)]. As evidence of this, the BOT confirmed the Board of Directors for the Foundation, NCDC, and NCPC (whose Board of Directors mirrors that of the NCDC) at an October 20, 2018 BOT meeting and then approved Foundation Board members again at a June 8, 2019 meeting. The full roster of the Foundation Board is available on its webpage.

(iv) DSOs are required to submit IRS Form 1023 and IRS form 990 annually to the College President and Florida Board of Governors [FS § 1004.28(7), BOG Regulation 9.011(6)]

(v) the New College of Florida Board of Trustees approves DSO operating budgets annually [BOG Regulation 9.011(4)]. Furthermore, the Executive Director of the New College Foundation reports on fundraising activities at each regular BOT meeting [sample BOT meeting minutes: 09/08/18; 11/4/17].

(vi) the New College Board of Trustees shall decertify a DSO if the BOT or designee determines that the DSO is no longer serving the best interest or mission of New College of Florida and decertification is appropriate. [BOG Regulation 9.011(10)]

The New College Board of Trustees (BOT) establishes all DSOs [BOG Regulation 1.001(8)(b)] with the recommendation of the College President [NCF Regulation 2-2002(6)(a)]. NCF Regulation 2-1004 (Powers and Duties of the Board of Trustees) articulates this (along with the state laws and BOG regulations listed above) and notes that the BOT establishes conditions with which DSOs must comply in order to use College property, facilities, or personal services and additional requirements that provide the BOT budget and audit review and oversight. The Directors or Chief Executive Officers of the support organizations must report to the University President or designee [BOG Regulation 9.011(3)].

(b) Relationship of these entities to New College of Florida and liability arising from this relationship

Relationship of DSOs to NCF

The stated purposes of New College of Florida's three Direct Support Organizations clearly indicate how each directly supports the NCF mission:

1. The purpose of the New College Foundation [website] is to "accept, invest, administer, and distribute private gifts given for funding of activities directly related to the mission of New College of Florida." The Foundation Bylaws explicitly state that the Foundation serves as the Advancement Office of New College of Florida and all of its funds shall be expended solely to carry out the purpose of this Corporation, which is to support New College of Florida.

2. The purpose of the New College of Florida Development Corporation (NCDC) is to "assist New College of Florida in the financing of capital improvements, building renovations, furnishings, facilities, and improvements."

3. The purpose of the New College of Florida Property Corporation (NCPC) is to "support activities and educational purposes of New College of Florida and its Development Corporation by assisting in acquiring facilities and constructing facilities on its campus and, in general, furthering its educational mission."

These purposes are articulated in a 2016 Florida Board of Governors Information BRIEF, which states, "DSOs are operated to 'receive, hold, invest, and administer property' for the benefit of the associated university."

NCF Monitoring of Each DSO

A 2016 University DSO Survey summarizes how New College of Florida monitors each DSO:

- Foundation: The Executive Director of the Foundation reports to the President and is a member of the President's cabinet. Budget/revenue and fundraising results are shared regularly with the NCF Board of Trustees, Foundation Board of Directors, President, and the NCF Chief Financial Officer.

- NCDC (New College Development Corporation): The NCF Controller prepares and submits a quarterly financial report to the issuing financial institution. Since revenue to support the principal and interest costs are the responsibility of the College's housing auxiliary. The NCF Controller prepares quarterly housing financial reports as well. All reports are reviewed by the NCF Chief Financial Officer.

- NCPC (New College Property Corporation): As a condition of the financial arrangement, the College leased the respective project land to the Property Corporation which, in turn, assigned all its interests in the lease to the NCDC. The NCDC reports are the controlling documents.

The DSO survey also summarizes what information each DSO presents to the NCF Board of Trustees.

Liability Arising From NCF-DSO Relationship

As state agencies, each member of the Florida State University System is entitled to limited sovereign immunity pursuant to Florida Statute 768.28(2). This immunity extends to Direct Support Organizations, as separate corporations primarily acting as instrumentalities of the universities [UCF Athletics Association Inc. v. Enock Plancher, (Fla. 5th DCA 2013)]. Thus, NCF has no liabilities by virtue of its relationships with its DSOs.

Additionally, if an NCF DSO were decertified – due to the NCF Board of Trustees determining the DSO was no longer serving the best interest or mission of the college – all College property and facilities would be returned to NCF [BOG Regulation 9.011(10)]. This is restated in Article XII of the Foundation Bylaws.

Of NCF's three DSOs, only the NCDC (New College Development Corporation) issues debt. Debt issued by the NCDC is subject to the State University System Debt Management Guidelines and must be approved by the Florida Board of Governors. Through this thorough and rigorous approval process, projects which require debt must be self-sufficient. Once bonds are issued, the NCDC is obligated to post annual disclosure information to the SEC.

Further limiting liability issues, the NCF Board of Trustees reviews annual financial audits for each DSO [10/29/2016 BOT Minutes; 03/03/2018 BOT Audit & Compliance Committee Meeting Minutes; 10/20/2018

BOT Audit & Compliance Committee Meeting Minutes; 02/26/2019 BOT Audit & Compliance Committee Agenda].

(c) CEO control of fund-raising activities of these entities

The President of New College of Florida has ultimate control over the institution's fundraising activities, which are centralized under the New College Foundation. The NCDC and NCPC do not engage in fundraising activities.

The Executive Director of the New College Foundation reports to the College President, as required by Florida Board of Governors Regulation 9.011(3) and indicated on the Foundation's organizational chart and Article VIII of the Foundation By-laws. The College President evaluates the Executive Director of the Foundation each year.

The New College Board of Trustees (BOT) establishes all DSOs [BOG Regulation 1.001(8)(b)] with the recommendation of the College President. The BOT also has the authority to certify (or decertify) that each direct support organization operates in a manner consistent with the goals of the university [FS § 1004.28(1)(a)(3)]. This ensures fundraising through the New College Foundation supports activities directly related to the New College of Florida mission.

Further demonstrating the College President's ultimate responsibility and control over institutional fund-raising activities, Florida Statute FS § 1004.28(3) and Section 3 of the Foundation By-laws require that the College President, or the President's designee, serve on both the board of directors and the executive committee of the New College Foundation. Additionally, NCF Regulation 2-2002(6)(b) authorizes the College President to appoint a representative to the governing board of the New College Foundation, in consultation with the Chair of the BOT.

At the October 20, 2018 BOT meeting, the Board of Trustees confirmed the Boards of Directors for all three DSOs. Minutes from that meeting identify members appointed by the Chair of the NCF BOT and indicate that President O'Shea serves on the Board of both the NCDC and NCPC. These members are reflected on the current Foundation Board of Directors Roster.

Any changes to the New College Foundation bylaws must be submitted to the College President, who then submits the changes to the New College of Florida BOT for approval.

Conclusion

As prescribed by state statutes, Florida Board of Governors regulations, and institutional regulations, New College of Florida controls its three Direct Support Organizations (DSOs). Through this authority, the President of NCF controls fundraising activities of the NCF Foundation. The relationship between these DSOs and the College are clearly described and NCF has no liabilities by virtue of these relationships.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors (BOG) Information Brief 2) Florida Statute 1004.28(1) 3) FS § 1004.28(1)(a)(3) 4) BOG Regulation 1.001(8)(b) 5) BOG Regulation 9.011(1) 6) FS § 1004.28(5) 7) BOG Regulation 9.011(5)

8) BOG Regulation 9.011(9)
9) October 20, 2018 BOT meeting
10) Foundation Board of Directors listing on website
11) FS § 1004.28(7), BOG Regulation 9.011(6)
12) BOG Regulation 9.011(4)
13) BOT meeting minutes: 09/08/18
14) BOT meeting minutes: 11/4/17
15) BOG Regulation 9.011(10)
16) BOG Regulation 1.001(8)(b)
17) NCF Regulation 2-2002(6)(a)
18) NCF Regulation 2-1004 (Powers and Duties of the Board of Trustees)
19) BOG Regulation 9.011(3)
20) New College Foundation website
21) Foundation Bylaws
22) 2016 Florida Board of Governors Information BRIEF
23) 2016 University DSO Survey
24) Florida Statute 768.28(2)
25) UCF Athletics Association Inc. v. Enock Plancher, (Fla. 5th DCA 2013)
26) BOG Regulation 9.011(10)
27) Article XII of the Foundation Bylaws
28) State University System Debt Management Guidelines
29) 10/29/2016 BOT Minutes
30) 03/03/2018 BOT Audit & Compliance Committee Meeting Minutes
31) 10/20/2018 BOT Audit & Compliance Committee Meeting Minutes
32) 02/26/2019 BOT Audit & Compliance Committee Meeting Agenda
33) Executive Director of the New College Foundation
34) Florida Board of Governors Regulation 9.011(3)
35) Foundation organizational chart
36) Article VIII of the Foundation By-laws
37) BOG Regulation 1.001(8)(b)
38) FS § 1004.28(1)(a)(3)
39) Florida Statute FS § 1004.28(3)
40) Section 3 of the Foundation By-laws
41) NCF Regulation 2-2002(6)(b)
42) October 20, 2018 BOT meeting minutes
43) Foundation Board of Directors Roster

5.4: Qualified administrative/academic officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

As shown in its roster, New College of Florida employs appropriately experienced and qualified administrative and academic officers to lead the institution. NCF Regulations 3-4001, 3-4003, and 3-4008 govern the classification, screening, selection, and appointment processes for these positions. The performance of these administrative and academic officers is regularly evaluated through two annual institutional processes: performance evaluations and unit effectiveness reports.

Qualifications and experience of administrative and academic officers

Roster of Qualified Administrative and Academic Officers

The Roster of Qualified Administrative and Academic Officers summarizes the key responsibilities, academic qualifications, and related experience of NCF's administrative and academic officers. As the roster indicates, each individual has educational credentials and experience appropriate for the duties and responsibilities associated with their positions.

The roster displays key duties, academic qualifications, and related professional experience for:

- Vice Presidents (Executive Service Employees "responsible for policy-making at the executive level")
- Other key decision-makers who report to the president or vice presidents
- Academic Division Chairs (who report directly to the Provost)

Organizational charts are provided to clarify the reporting structures of these administrative and academic officer positions. Also, at the end of this narrative, a table provides links to position descriptions and curriculum vitae résumés for each of these positions.

Qualifications of vice presidents

Three vice presidents serve as the top academic and administrative officers at NCF. The following paragraphs summarize the qualifications of these vice presidents:

- Barbara Feldman, Provost and Vice President of Academic Affairs since 2017, is a professor of sociology and an experienced higher education administrator. She served as Provost of Bridgewater State University in Massachusetts from 2014 until 2016 and was previously Dean of the Maxwell College of Arts and Sciences at New Jersey City University. Provost Feldman has also held Associate Dean positions at Montclair State University and Seton Hall University. Provost Feldman holds bachelors and master's degrees in sociology from the University of Delaware, as well as a Ph. D. in Sociology from the University of Pennsylvania.
- John Martin, Vice President of Finance and Administration since the College gained independence in 2001, has dedicated his entire professional career in higher education. Prior to his work at New College, Vice President Martin served as Associate Vice Chancellor for the University of Houston System and Associate Vice President for Administration for the University of Houston main campus. Previously, Mr. Martin worked at Florida State University in a variety of positions, including Director of Business

Auxiliary Services and Assistant Vice President for Administration. Vice President Martin holds a bachelor of science degree in business administration from the University of North Carolina at Chapel Hill and a master's degree in public administration from Florida State University.

- MaryAnne Young, Vice President of Advancement and Executive Director of the New College Foundation since 2015, has more than 35 years' experience in higher education and nonprofit fundraising. Vice President Young began her career as a program officer for the Mount Holyoke College Alumnae Association, then joined the Office of Development as an annual giving officer, progressing to Director of Annual Giving and to Director of Development. In 2012, Vice President Young was appointed Vice President for Advancement at Mount Holyoke, where she successfully concluded a $300 million campaign and secured the largest gift in the history of the College.

Ensuring administrative and academic officers are well-qualified – the hiring process

New College of Florida Regulation 3-4008 states that before hiring any administrative and professional employees, the hiring authority shall verify and document the candidate's education and experience. A Hiring Policies and Procedures manual provides further detail on advertising, recruitment, screening, selection, and appointment processes, including a statement of policy that NCF checks employment references of all candidates who are considered to be offered a position.

An example of the recent search for an Executive Director of Outreach, Engagement, and Inclusion provides evidence that this hiring process is implemented as intended. The search committee developed a position description and posted an advertisement in multiple locations. Through publicly noticed meetings, the search committee met throughout October and November 2018 to review applications, host videoconference interviews with candidates, interview top candidates on-campus, and recommend a finalist to President O'Shea for hiring. President O'Shea verified references and the finalist provided official transcripts to the Human Resources Department. Copies of the Hiring Approval Form and the signed Hiring Proposal indicates the hiring process was followed.

Regular evaluation of administrative and academic officers

Florida Board of Governors Regulation 1.001(5)(a) requires the New College of Florida (NCF) Board of Trustees (BOT) to establish a personnel program for all employees of the university that includes standards for performance and evaluation. The NCF BOT has, in turn, delegated authority to the College President to establish and implement policies and procedures related to personnel evaluation through NCF Regulation 2-2002(3)(a).

Recognizing the importance of providing timely feedback, supervisors complete performance appraisals for each administrative and professional employee annually by August 31. As stated in the Employee Handbook, "appraisal sessions encourage both supervisors and employees to utilize the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals." The Office of Human Resources maintains a Performance Management webpage that describes the appraisal process which allows for a review of accomplishments, identification of areas for improvement, an overall evaluation of performance, along with a performance plan for the upcoming year. Employees are allowed to comment on the appraisal and performance plan.

Annual evaluation of the Provost

The evaluation of the Provost, as chief academic officer of the institution, includes input from faculty. Each spring, the Provost distributes a list of activities and accomplishments [Provost letters: 04/09/2018; 03/26/2019] to the President and faculty. The Faculty Appointments and Status Committee (FASC) then

administers to faculty an online survey [FASC survey: 04/09/2018] evaluating the Provost's leadership, commitment, openness, administrative accessibility, and competence. The FASC chair, in consultation with the entire committee, then reviews and summarizes survey responses. The summary is forwarded to the President.

Annual evaluation of other administrative and academic officers

The President evaluates the officers and senior administrative staff members who are direct reports; likewise, the Provost evaluates the effectiveness of the academic division chairs. Evaluations are informed by unit goals set each year and progress reports on whether the goals were achieved (published in *Administrative Unit Effectiveness Plans*). These Administrative Unit Effectiveness Plans are discussed in detail in response to SACSCOC Principles 7.1 and 7.3.

Unredacted 2016-18 evaluations of the President's Chief of Staff and Director of Institutional Performance Assessment provide evidence that the evaluation process is completed each year. Redacted annual evaluations for the Vice Presidents provide more evidence that this process is regularly completed:

Provost and VP for Academic Affairs: 2016-17, 2017-18, 2018-19 evaluation letters
Vice President for Finance and Administration: 2016-17, 2017-18, 2018-19 evaluation letters
Vice President of Advancement: 2016-17, 2017-18, 2018-19 evaluation letters

Evaluations of the chief academic and administrative officers will be available for review by the On-site Committee.

Position descriptions and curriculum vitae / résumés

Position Description	CV / résumé
Provost and Vice President for Academic Affairs	Barbara Feldman
Vice President for Finance and Administration	John Martin
Vice President of Advancement & Executive Director of the New College Foundation	MaryAnne Young
Dean of Student Affairs	Robin Williamson*
Dean of Enrollment Management	Joy Hamm
Dean of Outreach, Engagement, and Inclusion and Chief Diversity Officer	Bill Woodson
Director of Marketing and Communications	Ann Comer-Woods
Chief Audit Executive and Chief Compliance Officer	Barbara Stier
General Counsel	David Fugett
Chief of Staff, Director of Institutional Performance Assessment, SACSCOC Liaison	Brad Thiessen
Associate Vice President for Administration	Kristie Harris
Associate Vice President of Finance	Kim Bendickson-Diem
Associate Provost	Suzanne Sherman
Associate Vice President of Academic Affairs	Julie Morris
Dean, Library	Brian Doherty
Senior Associate Dean of Student Affairs	Mark Stier*
Division Chairs (position described in Faculty Handbook; sample assignment of duties letter)	Miriam Wallace (Humanities) Katie Walstrom (Nat. Sci.) Barbara Hicks (Social Sci.)
Assistant VP, Human Resources	Loretta Shields

* As noted in the Roster of Qualified Academic and Administrative Officers, Dean Williamson left New College in June 2019. Mark Stier, Senior Associate Dean of Student Affairs, has stepped in to serve as Interim Dean of Student Affairs

Conclusion

In implementing institutional hiring and evaluation regulations, New College of Florida ensures it employs and annually evaluates qualified administrative and academic officers. Position descriptions, curriculum vitae, and a summary roster provide evidence that all administrative and academic officers are appropriately qualified to lead the institution. Sample performance appraisals from the past three years provide evidence that the evaluation process is regularly implemented.

Supporting Evidence (in order of appearance)
1) NCF Regulations 3-4001, 3-4003, and 3-4008
2) Roster of Qualified Administrative and Academic Officers
3) Executive Service Employees (definition)
4) Organizational charts
5) New College of Florida Regulation 3-4008
6) Hiring Policies and Procedures
7) Executive Director of Outreach: position description
8) Executive Director of Outreach: advertisement
9) Executive Director of Outreach: publicly noticed meetings
10) Executive Director of Outreach: interview top candidates on-campus
11) Executive Director of Outreach: Hiring Approval Form
12) Executive Director of Outreach: Hiring Proposal
13) Florida Board of Governors Regulation 1.001(5)(a)
14) NCF Regulation 2-2002(3)(a)
15) Employee Handbook
16) Performance Management webpage
17) Provost letters: 04/09/2018
18) Provost letters: 03/26 /2019
19) FASC survey: 04/09/2018
20) 2016-18 evaluations of the President's Chief of Staff & Director of Institutional Performance Assessment
21) Provost Performance Appraisals: 2016-17, 2017-18, and 2018-19
22) Vice President for Finance and Administration Performance Appraisals: 2016-17, 2017-18, and 2018-19
23) Vice President of Advancement Performance Appraisals: 2016-17, 2017-18, and 2018-19
24 – 61) Position descriptions and curriculum vitae linked in table on the previous page

5.5: Personnel appointment and evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) publishes, assesses, and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel in accordance with state rules and regulations. To ensure non-faculty personnel have access, these policies are also summarized in the New College of Florida Employee Handbook.

Published policies

Florida Statute 1001.706(6)(a) authorizes the Florida Board of Governors (BOG), or its designee, to establish the personnel program for all employees of a state university. Through BOG Regulation 1.001(5)(a), the BOG delegates this authority to each university's Board of Trustees (BOT). The regulation states that this personnel program may include recruitment, selection, appointment, and evaluation.

Through NCF Regulation 2-2002(3), the NCF BOT delegates to the President the authority to establish and implement policies and procedures to appoint and evaluate personnel. These policies and procedures are maintained by the Office of Human Resources, approved by the President or Vice President of Finance and Administration, and articulated in NCF regulations, the Employee Handbook, and in collective bargaining agreements.

NCF Regulations

The NCF Office of Human Resources (HR) monitors all personnel policies and procedures for compliance with local, state, and federal laws and regulations. Specific personnel policies and procedures are included in the 3-4000 section of the NCF Regulations Manual (which is published online):

a) Appointment
   - NCF Regulation 3-4001: Employment Classification
   - NCF Regulation 3-4003: Employee Security Checks and Screenings
   - NCF Regulation 3-4008: Employee Selection and Appointment
   - NCF Regulation 3-4016: Appointment, Employment, and Removal of University Police

b) Employment
   - NCF Regulation 3-4002: Conflict of Interest
   - NCF Regulation 3-4004: Employment of Relatives
   - NCF Regulation 3-4005: Seeking or Holding Elective Public Office
   - NCF Regulation 3-4006: Outside Activity
   - NCF Regulation 3-4007: Misconduct
   - NCF Regulation 3-4009: Grievances
   - NCF Regulation 3-4010: Discipline
   - NCF Regulation 3-4011: Employment Contract Cancellation
   - NCF Regulation 3-4013: University Support Personnel Staff (USPS) Personnel Files
   - NCF Regulation 3-4014: Disciplinary Action

NCF Regulation 3-4017: Reprisals
NCF Regulation 3-4018: Sexual Discrimination / Harassment
NCF Regulation 3-4019: Observance of Religious Holidays by College Employees
NCF Regulation 3-4020: Smoking in Buildings
NCF Regulation 3-4021: Drug- and Alcohol-Free Workplace
NCF Regulation 3-4022: Equal Education and Employment Opportunity
NCF Regulation 3-4023: Payroll
NCF Regulation 3-4024: NCF Set-Off Procedures
NCF Regulation 3-4025: Off-Cycle Accounts Payable Payroll
NCF Regulation 3-4026: Education Assistance Program
NCF Regulation 3-4027: Discrimination / Harassment

c) Evaluation
NCF Regulation 3-4012: Employee Recognition Program
NCF Regulation 3-4015: Limited-Access Personnel Records

Employee Handbook
The Employee Handbook, most recently updated during the summer of 2018, collects and further explains institutional, state, and federal personnel regulations (with the Table of Contents listing the policies and procedures detailed inside).

Collective Bargaining Agreements
As stated in the "Your New Employer Introduction" section of the Employee Handbook:

> *This Employee Handbook applies to all College employees; provided, however, that its application is subject to the terms and conditions of any existing applicable collective bargaining agreements in the case of employees who are members of a collective bargaining unit and are represented by a collective bargaining agent.*

New College of Florida follows all provisions of the following collective bargaining agreements with non-faculty personnel:

- Florida Public Employees Council 79, American Federation of State, County, and Municipal Employees, AFL-CIO (AFSCME) Local 591 [AFSCME CBA: FY 2018-19 through FY 2020-21]

- Florida Police Benevolent Association, Inc. [FPBA CBA: 2016-19]

Any amendments made to these collective bargaining agreements are approved by the NCF Board of Trustees [BOT Minutes – approval of AFSCME CBA: 12/17/2018 and 03/11/2017; BOT Minutes – approval of amendments to FPBA CBA: 06/09/2018 and 06/11/2016].

Approval, review, and dissemination of policies

The NCF Regulations Manual is regularly reviewed and updated by General Counsel following the procedures outlined in regulations 1-1003 (Regulation Development Process) and 1-1005 (Regulation Challenge Process). Each regulation notes, at the bottom, the date in which it was adopted by the Board of Trustees and dates of any amendments.

The Director of Human Resources is responsible for reviewing and updating the Employee Handbook to ensure it contains up-to-date policies and procedures. Major revisions to, or reorganizations of, the Employee Handbook are coordinated through Human Resources with feedback from senior administrators

and faculty. For example, the president's cabinet reviewed drafts of the current Employee Handbook in November 2017 [11/20/17 DR agenda and follow-up email], with faculty and other key staff reviewing drafts throughout January 2018 [1/27/18 Employee Handbook draft email]. The Director of Human Resources synthesized feedback from these sources before publishing the handbook in June 2018 [6/20/18 email from the Director of HR].

The Employee Handbook is available online to New College of Florida employees through the Human Resources Forms and Performance Management webpages. During new employee orientation sessions, all newly hired employees are given information on how to access the Employee Handbook through this webpage.

Other personnel policies, procedures, and forms are available online:

- Positive Campus Protocol, Employee Assistance, and Sick Leave Pool procedures are available at the Work Life Balance webpage.
- HR Calendar and forms are available to NCF employees at a Quick Links page
- Payroll and Leave procedures are explained at the Payroll and Leave page.
- Recruitment, hiring, appraisal forms are available on the Fiscal Liaison Resource page.
- Classification and compensation procedures and policy information is available online.

Evidence of policy implementation

To demonstrate that NCF implements its appointment, employment, and evaluation policies regularly, sample evidence is provided below.

Hiring and Appointment

The hiring of the General Counsel in 2018 provides evidence that NCF implements procedures outlined in NCF Regulation 3-4008: Employee Selection and Appointment and further explained in the Hiring Policies & Procedures document available on the HR website.

i. A position description was developed and approved by the Vice President of Finance & Administration. HR provided the minimum hiring qualifications and salary range.

ii. The position was announced on the Applicant Tracking System [screenshot], in accordance with our advertising policy, with a deadline of 05/25/2018.

iii. A search committee, consisting of 3 members (John Martin, Vice President of Finance & Administration; Barbara Feldman, Provost; Brad Thiessen, Chief of Staff) adhered to the NCF search committee guidelines in publicly posted meetings.

iv. The search committee reviewed applications [email evidence] according to the Screening Guidelines provided by Human Resources, and asked interview questions according to HR Interview Guidelines.

v. Following the interview, evaluation, and reference checking process [email evidence], an offer letter was sent to the final candidate. The offer letter matches the template provided by HR

A list of publicly noticed search committee meetings from December 14, 2018 until June 6, 2019 provides additional evidence that NCF implements its hiring processes.

Employment

A 2016-17 example of a grievance by a staff member and its response is provided to demonstrate the implementation of a set of employment policies. Although the sample evidence is heavily redacted, it

demonstrates adherence to the collective bargaining agreement of the American Federation of State, County, and Municipal Employees (AFSCME).

The evidence provided for this example is as follows:

- Articles 23-24 of the AFSCME Collective Bargaining Agreement (CBA)

- Redacted copies of the AFSCME Grievance Form, memo from Human Resources, Improvement Action Form, and Response to the Grievance letter.

Although the paperwork is redacted, it can be seen that all forms were signed and dated by the appropriate parties. Specific evidence that the grievance policy in the CBA were followed include:

- As noted in the Article 23.4 of the CBA, "The employee has a right, upon request, to AFSCME representation during investigatory questioning…" As the memo from the Director of Human Resources (opening paragraph of page two of the grievance example paperwork) indicates, the President of the local AFSCME union was allowed to represent the staff member even though the staff member had not requested representation at the hearing.

- CBA Article 24.1.B notes that a grievance is a dispute filed with the appropriate division/department and management representative using Appendix C of the CBA. The first page of the example paperwork shows that this grievance was filed with the appropriate form.

- CBA Article 24.3 outlines procedures for Step 1 and Step 2 of a grievance. These procedures begin with a meeting with the grievant, the AFSCME employee representative, and the grievant's supervisor. This meeting is described in the memo from Human Resources.

- The example paperwork describes progressive disciplinary actions taken by management (three "coach and counsel" and two written warnings) and note appropriate sections of the Employee Handbook. The paperwork also describes the incident and provides goals for improvement.

- A letter from John Martin, Vice President for Finance & Administration, is provided on the two pages of the example paperwork. This is the written decision of the management representative described in Article 24.3.B.2 of the CBA. The paperwork shows this letter was signed and sent to the grievant's personnel file.

Performance Appraisal Process

As described in the Employee Handbook, performance appraisals for employees are due annually on August 31. The Handbook further explains that the appraisal process encourages both supervisors and employees to utilize the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The following examples provide evidence that the appraisal process is followed:

- A June 20, 2018 email from the Director of Human Resources reminded supervisors of the August 31 deadline for mail reminder of August 31 deadline for performance appraisals. This email included a link to the performance management website, which provides a compilation of information needed to complete the performance appraisal process, including links to employee appraisal forms [Non-Faculty Employee Appraisal Forms].

- Four sample Performance Appraisal Review forms completed in 2018 provide evidence that the process was followed:

  - Administrative and Professional position #1 evaluation for 2017-18
  - Administrative and Professional position #2 evaluation 2017-18

  These sample evaluations use the form required by Human Resources and identify accomplishments, an overall level of performance rating, and a performance plan for the upcoming academic year. The first sample appraisal also identifies areas for improvement. Both sample appraisals were signed by the employee, appraiser, and supervisor.

  - University Support Personnel Services (USPS) position #1 evaluation for 2017-18
  - USPS position #2 evaluation 2017-18

  These sample evaluations for two individuals in USPS positions use the appropriate form, which includes the articulation of goals for the next academic year.

- Three years of signed (redacted) performance appraisals for the same four employees (working in a variety of positions across campus) demonstrate the evaluation process is implemented annually.

  - Staff member #1 evaluations for 2015-16, 2016-17, and 2017-18
  - Staff member #2 evaluations for 2015-16, 2016-17, and 2017-18
  - Staff member #3 evaluations for 2015-16, 2016-17, and 2017-18
  - Staff member #4 evaluations for 2015-16, 2016-17, and 2017-18

Evaluation of senior leadership

Evidence of the evaluation of senior leadership is provided in response to SACSCOC Principle 5.4 (Qualified Academic Officers).

Conclusion

New College of Florida publishes policies regarding the appointment, employment, and regular evaluation of non-faculty personnel in institutional regulations and collective bargaining agreements. The policies are centralized and summarized in an Employee Handbook. Human Resources professionals assess and amend policies (in accordance with the regulation development process), and disseminate policies through HR webpages and the Employee Handbook.

The hiring of the General Counsel position in 2018 provides evidence the implementation of appointment policies. The filing of a grievance provides evidence of an employment policy implemented as intended. Sample performance appraisals from four employees over three years provides evidence that non-faculty personnel are regularly evaluated in accordance with institutional policies.

Supporting Evidence (in order of appearance)
1) New College of Florida Employee Handbook 2) Florida Statute 1001.706(6)(a) 3) BOG Regulation 1.001(5)(a) 4) NCF Regulation 2-2002(3) 5) 3-4000 section of the NCF Regulations Manual 6) Employee Handbook

7) Employee Handbook Table of Contents
8) "Your New Employer Introduction" section of the Employee Handbook
9) AFSCME CBA: FY 2018-19 through FY 2020-21
10) FPBA CBA: 2016-19
11) BOT Minutes – approval of AFSCME CBA: 12/17/2018 and 03/11/2017
12) BOT Minutes – approval of amendments to FPBA CBA: 06/09/2018 and 06/11/2016
13) Regulation 1-1003 (Regulation Development Process)
14) Regulation 1-1005 (Regulation Challenge Process)
15) 11/20/17 DR agenda
16) Follow-up email
17) 1/27/18 Employee Handbook draft email
18) 6/20/18 email from the Director of HR
19) Employee Handbook HR Webpage
20) Work Life Balance webpage
21) Quick Links page
22) Payroll and Leave page
23) Fiscal Liaison Resource page
24) Classification and compensation
25) NCF Regulation 3-4008: Employee Selection and Appointment
26) Hiring Policies & Procedures
27) General Counsel position description
28) General Counsel position announcement
29) General Counsel Applicant Tracking System screenshot
30) NCF search committee guidelines
31) General Counsel search publicly posted meetings
32) General Counsel search application review email evidence
33) Screening Guidelines
34) HR Interview Guidelines
35) General Counsel search reference check email evidence
36) General Counsel search offer letter
37) Offer Letter template
38) List of publicly noticed search committee meetings (December 2018-June 2019)
39) Articles 23-24 of the AFSCME Collective Bargaining Agreement
40) AFSCME Grievance Form, memo from Human Resources, Improvement Action Form, Response to the Grievance
41) Employee Handbook – Performance Appraisal Process
42) June 20, 2018 email from the Director of Human Resources
43) USPS and Administrative & Professional Employee Appraisal Forms
44) A&P Employee #1 2017-18 Performance Appraisal
45) A&P Employee #2 2017-18 Performance Appraisal
46) USPS Employee #1 2017-18 Performance Appraisal
47) USPS Employee #1 2017-18 Performance Appraisal
48) Staff member #1 evaluations for 2015-16, 2016-17, and 2017-18
49) Staff member #2 evaluations for 2015-16, 2016-17, and 2017-18
50) Staff member #3 evaluations for 2015-16, 2016-17, and 2017-18
51) Staff member #4 evaluations for 2015-16, 2016-17, and 2017-18

Section 6: Faculty

6.1: Full-time faculty [CR]

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Mission and goals

New College of Florida employs an adequate number of full-time faculty to support its mission and goals.

Mission: *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

Goals (as articulated in Florida Statute 1004.32):

(a) 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.

(b) To engage in educational reform by combining educational innovation with educational excellence.

(c) 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.

(d) To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.

The following statement endorsed by faculty in Fall 2000 [Faculty Handbook] describes how NCF pursues these goals:

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, and innovative approaches to the modes of teaching and learning.

The mission, goals, and statement clearly indicate that New College of Florida is focused heavily on providing an innovative, individualized, intensive academic program that requires a sufficient number of full-time faculty.

Institutional definition of full-time faculty

Section 4.1.1 of the Faculty Handbook provides definitions of faculty rank (instructor, lecturer, assistant professor, associate professor, professor) and categories (regular, visiting, or emeritus). The Handbook also states:

> **The Faculty of New College hold that tenured faculty are full-time faculty**, *which includes those faculty sharing a full-time line. Any faculty member who wishes to assume part-time status must resign tenure.*

Thus, all tenured and tenure-earning faculty are full-time faculty, including faculty sharing a full-time line (as described in Faculty Handbook section 4.1.1.1). Visiting faculty and recurring, non-tenure earning faculty are also full-time faculty [Faculty Handbook 4.1.4].

The Faculty Handbook also outlines policies for the appointment of part-time adjunct faculty. As section 4.1.3 of the Faculty Handbook notes, "In general, the College does not rely heavily on adjunct appointments." When adjunct faculty are employed on a semester-by-semester basis, it is typically to replace a full-time faculty member on research leave or to enhance the breadth of curricular offerings.

In 2018, faculty voted to approve a part-time lecturer position [04/11/2018 Faculty Meeting Minutes]. Section 4.1.5 of the Faculty Handbook defines the lecturer position as a non-tenure-earning, three-year, renewable, 0.25-0.50 FTE position.

The following table summarizes the institutional definitions of full- and part-time faculty:

Full-time	All tenured, tenure-earning, and visiting faculty
Part-time	Adjunct faculty and part-time lecturers

New College does not employ graduate assistants for instructional purposes.

Faculty assignments, responsibilities, and expectations

Regular, full-time faculty are employed on academic year contracts, covering the Fall semester, Spring semester, and a four-week Independent Study Project period in January [Collective Bargaining Agreement Between New College and the United Faculty of Florida 2018-21].

At the beginning of each semester, faculty are apprised in writing of their assigned duties and responsibilities in teaching, scholarly work, service [Faculty Handbook 6.6]. These assignment of duties letters, sent by Division Chairs, typically express that the primary responsibility of faculty is "to teach educational activities (courses, seminars, and tutorials)", to "supervise independent study projects", "to sponsor academic contracts, to advise students, and to hold regular office hours." [Faculty Handbook 4.7; Sample Assignment of Duties letter #1]. For faculty on research leave, the letter explicitly states research as the faculty member's primary responsibility [Assignment of Duties letter for faculty on leave].

While there are no official college-wide policies or rules governing teaching loads, the accepted norm is that each faculty member teaches two courses per semester. In addition, faculty are expected to supervise tutorials, independent reading projects, independent research, senior theses, and other educational activities. [Faculty Handbook 6.6: Faculty Teaching Responsibilities].

Additionally, Florida Statute 1012.945 requires each full-time equivalent instructional faculty member to teach a minimum of 12 classroom contact hours per week (with exceptions for full-time administrators,

librarians, counselors, and faculty assigned non-teaching duties). At NCF, the assignment of duties letters clearly demonstrate how each faculty member meets the 12 contact hours per week requirement [Assignment of Duties Letters for Natural Sciences Faculty – Spring 2018].

In outlining criteria for retention, promotion, and tenure in the areas of teaching effectiveness, scholarly activity, and service, section 4.6 of the Faculty Handbook also sets additional expectations for faculty, including:

- Writing narrative evaluations to assess student learning
- Sponsoring student contracts and advising students
- Sponsoring Independent Study Projects
- Serving on baccalaureate committees
- Participating in shared governance and serving on faculty committees, including the following standing committees: Faculty Planning and Budget Committee, Educational Policy Committee, Faculty Appointments and Status Committee, Student Academic Status Committee, Institutional Review Board, and the Provost's Advisory Committee.

Adequate number of full-time faculty

Based on the faculty assignments, responsibilities, and expectations outlined above, NCF employs an adequate number of full-time faculty. We demonstrate that through the following metrics:

a) The student-faculty ratio and average class sizes are low enough to allow for individualized, intensive courses that use individual and small-group discussion)
b) The vast majority of courses are taught by full-time faculty
c) Faculty are not overwhelmed by a large number of advisees or a large number of theses and baccalaureate examinations
d) Faculty are able to remain current and contribute to their disciplines through scholarly and creative work
e) Faculty committees are fully staffed by eligible faculty members

Student-to-faculty ratio, average class size, and student credit hours generated by full-time faculty

For Fall 2018, NCF employed 88 full-time faculty and enrolled a total of 832 students for a student-to-full-time-faculty ratio of 9.5:1. If part-time faculty were included, the student-to-faculty ratio was 8.5:1 (where faculty = full-time + ⅓ part-time). To put this into context, the following table displays the student-to-faculty ratio trend since 2000:

Trends in Enrollment, Faculty, and Student-to-Faculty Ratios

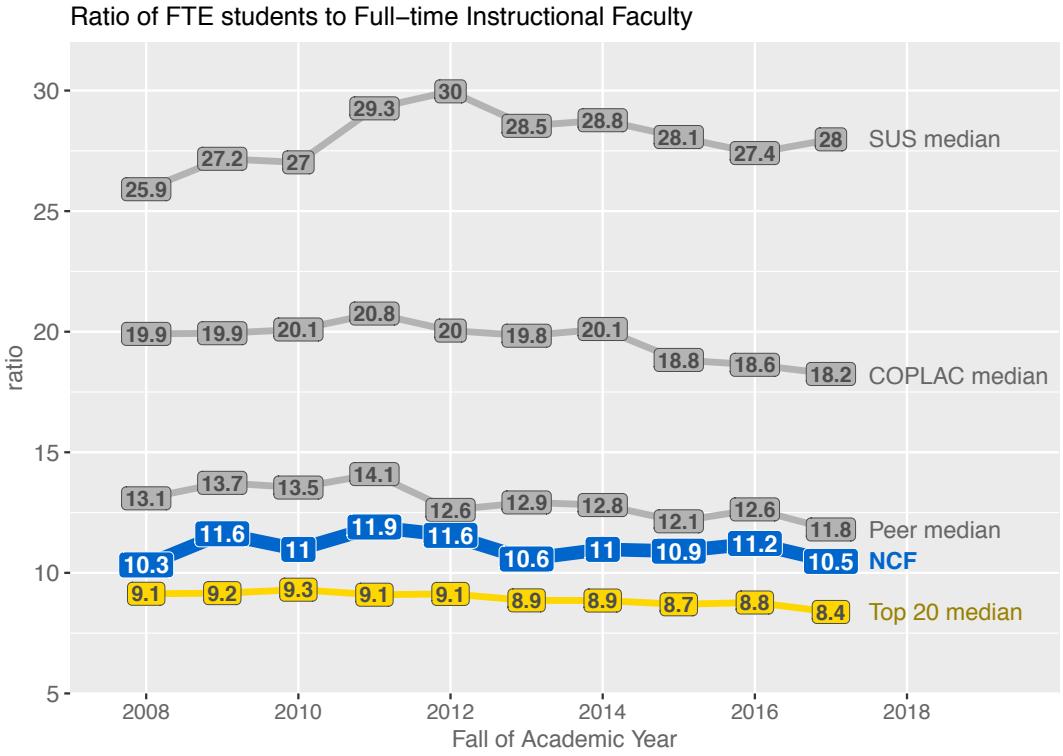
	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018
Students	649	650	692	746	785	801	832	834	875	832
Full-time faculty	58	60	63	67	73	71	68	73	76	88
Part-time faculty	0	0	8	17	15	28	37	33	32	34
Ratio of students to full-time faculty	11.2	10.8	11.0	11.1	10.8	11.3	12.2	11.4	11.5	9.5
Ratio of students to faculty*	11.2	10.8	10.5	10.3	10.1	10.0	10.4	9.9	10.1	8.5

* Faculty = full-time faculty + (⅓)part-time faculty. Students = headcount Fall enrollment.

This student-to-faculty ratio aligns with the 10:1 goal established in the 2008-18 NCF Academic Master Plan and restated in the New College Plan for Growth (approved by the Florida Board of Governors in November 2016).

The student-to-faculty ratio also compares favorably to peer institutions. The following chart displays the ratio of FTE students to full-time instructional faculty for NCF along with the median ratio for each of the following groups of peer and aspirational institutions:

- SUS: Schools in the Florida State University System
- COPLAC: schools in the Council of Public Liberal Arts Colleges
- Peer: peer institutions selected by executive leadership in March 2017
  (St. Mary's College of Maryland, University of Minnesota, Morris, Massachusetts College of Liberal Arts, Earlham College, Hendrix College, Washington & Jefferson College, Millsaps College, Southwestern University, Hampshire College, Pitzer College, Evergreen State College, University of Wisconsin, Superior)
- Top 20: schools ranked in the top 20 of liberal arts colleges by U.S. News and World Report in 2018



Source: IPEDS (accessed 02/18/2019)
Students = FTE students in Fall
Full-time Instructional Faculty = headcount of full-time instructional faculty not at medical schools

As the chart indicates, NCF's ratio is lower than the median of its peer groups. The ratio is slightly higher than the median of NCF's aspirational peers (the top 20 public and private liberal arts colleges in the nation).

While full-time faculty carry primary responsibility for the core curriculum at NCF, the judicious use of part-time adjuncts ensures continuity of course coverage in disciplines affected by full-time faculty on research leave (or by faculty who earn course releases when taking on part-time administrative responsibilities, such as the three division chairs who teach one course per semester).

In addition to the responsibility of teaching two courses each Fall and Spring semester, full-time faculty also teach four-week-long January ISPs (Independent Study Projects) and tutorials (guided, critical explorations of topics; individual reading projects; internships; or guided thesis preparation opportunities). The following table displays the average class size and percent of educational activities taught by full-time faculty for the past five years:

	Class Size & Educational Activities Generated by Full-Time Faculty					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Average class size	16	16	17	19	17	14
% of courses taught by full-time faculty	83%	88%	90%	90%	90%	93%
% of activities taught by full-time faculty*	96%	97%	98%	98%	97%	98%

* Activities include courses, laboratories, tutorials, internships, and independent study projects in which the instructor of record is full-time
Source: Banner; Argos reports

The average class size of 17 and the fact that more than 90% of courses (and more than 95% of educational activities) are taught by full-time faculty provide further evidence NCF employs a sufficient number of full-time faculty to offer its innovative, individualized, intensive academic program.

Sponsoring theses and baccalaureate exams

Faculty are also responsible for sponsoring theses and serving on three-member baccalaureate examination committees – core components of the NCF academic program [Faculty Handbook Section 6.18]. According to 2011-14 and 2014-17 Faculty Workload Analyses produced by the NCF Office of Institutional Research and Assessment, the average faculty member sponsors approximately 3 theses and serves on approximately 5 baccalaureate examination committees per year. These manageable number of theses and baccalaureate exam committees per full-time faculty member indicate NCF employs an adequate number of full-time faculty to maintain its signature academic program.

Advising

Advising exemplifies the importance NCF places on close student/faculty interaction. Each semester, students meet with their faculty contract sponsors to plan an individualized program of educational activities (courses, laboratories, tutorials, internships, and projects) relevant to goals the students articulate, requirements of the Liberal Arts (General Education) Curriculum, and requirements for the students' chosen areas of concentration.

All tenure-earning faculty members, after a preliminary year of orientation and mentoring, serve as advisors and academic contract sponsors. The following table displays the average advising workload for full-time NCF faculty each semester from 2015-2018:

	Advisees per Full-Time Faculty Member							
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Advisees*	12.4	9.9	12.5	9.3	12.4	10.1	12.0	11.1
Thesis advisees	2.8	2.3	2.7	2.4	2.8	2.9	3.2	3.2

* Advisees totals include thesis advisees
Source: Argos Report: R_Pr_Faculty_Workload_Distribution

The advising load per full-time faculty member, ranging from 9.3 to 12.5 over the past four years is similar to the institution's target of a 10:1 student-to-faculty ratio.

Creative and scholarly activity

While research is not a direct component of the NCF mission, faculty are expected to remain current in their disciplines and produce scholarly output. This scholarly work is often highlighted in regular email notices from the NCF Office of Research Programs & Services [ORPS sample emails 2016-18].

The Office of Institutional Research and Assessment maintains an interactive dashboard of faculty scholarly activity [screenshot]. The following table summarizes the types of scholarly work reported by full-time faculty from 2014-18:

	2014-15	2015-16	2016-17	2017-18
Articles in refereed journals	54	59	81	66
Refereed or invited papers/presentations	55	68	49	58
Invited articles in journals	26	26	34	27
Book reviews	22	20	24	15
Public research presentations	6	9	23	12
Professional seminars	5	18	17	23
Invited lectures or presentations at schools	15	29	16	15
Publication of books	11	9	15	15
Attendance at professional meetings	17	13	13	16
Exhibition of work in juried show or gallery	11	5	5	8
Other	36	22	21	28
Total	258	278	298	283

This table provides evidence that NCF employs an adequate number of full-time faculty to make scholarly contributions to their disciplines.

Service

Beyond service to students (through advising) and the community (through scholarly work), full-time faculty are expected to serve the institution by participating in the governance process through significant service on committees. As Faculty Handbook Section 4.6.3 articulates, the expectation for service to the institution extends beyond the responsibility to participate in regular divisional and College meetings.

At NCF, full-time faculty serve on the following governance committees (with links to committee webpages, when available):

- AAC (Academic Administrative Council)
- EPC (Educational Policy Committee)
- ESSC (Environmental Studies Steering Committee)
- FASC (Faculty Appointments and Status Committee)
- FPBC (Faculty Planning and Budget Committee)
- GSC (Gender Studies Committee)
- IRB (Institutional Review Board)
- ISC (International Studies Committee)

- PAC (Provost's Advisory Committee)
- SASC (Student Academic Status Committee)
- Writing Advisory Committee

The rosters of these committees from 2013-14 through 2018-19 provide evidence that NCF employs an adequate number of full-time faculty to staff these committees and ensure shared governance. A Spring 2019 PAC Ballot showing 21 faculty nominees for 9 committee spots provides further evidence of a sufficient number of faculty to serve the institution. Even more evidence is provided by the fact that faculty were able to serve on search committees that led to the hiring of 15 new faculty in 2017-18 and 7 new faculty in 2018-19.

Ongoing planning for adequate number of full-time faculty

Three primary factors determine the number of full-time faculty needed to fulfill the mission of New College of Florida: (a) the number of students enrolled, (b) the number of courses that need to be offered, and (c) the relative assignment of duties among teaching, advising, scholarly work, and service. These factors are incorporated into ongoing planning processes to guide the hiring and assignment of full-time faculty.

The 2016 New College Plan for Growth set an enrollment goal of 1,200 students by 2023-24 (which was restated in the 2018-28 NCF Strategic Plan). To track progress in meeting this goal, annual enrollment goals are approved by the NCF Board of Trustees as part of the Accountability Plan submitted to the Florida Board of Governors each year. Combining these enrollment goals with the targeted 10:1 student-to-faculty ratio allows New College to project faculty staffing needs. This is why New College Plan for Growth called for the hiring of 40 faculty positions to go alongside the goal of increasing enrollment by 400 students.

Florida Statute FS § 1012.945 and institutional planning documents help plan the number of courses that need to be offered each year. The statute, requiring a minimum of 12 classroom contact hours per faculty member per week, sets bounds on the number of courses that need to be offered.

Conclusion

NCF employs sound practices to determine the adequacy of full-time faculty. Data regarding student-faculty ratios, average class sizes, educational activities taught by full-time faculty, advising loads, scholarly work, and institutional service all indicate NCF employs an adequate number of full-time faculty members to support the mission and goals of the College.

Supporting Evidence (in order of appearance)
1) Florida Statute 1004.32
2) statement endorsed by faculty in Fall 2000 [Faculty Handbook]
3) Section 4.1.1 of the Faculty Handbook
4) Faculty Handbook section 4.1.1.1
5) Faculty Handbook 4.1.4
6) Section 4.1.3 of the Faculty Handbook
7) 04/11/2018 Faculty Meeting Minutes
8) Section 4.1.5 of the Faculty Handbook
9) Collective Bargaining Agreement Between New College and the United Faculty of Florida
10) Faculty Handbook 6.6
11) Faculty Handbook 4.7
12) Sample Assignment of Duties letter #1
13) Assignment of Duties letter for faculty on leave

14) Faculty Handbook 6.6: Faculty Teaching Responsibilities
15) Florida Statute 1012.945
16) Assignment of Duties Letters for Natural Sciences Faculty – Spring 2018
17) Section 4.6 of the Faculty Handbook
18) 2008-18 NCF Academic Master Plan
19) New College Plan for Growth
20) Faculty Handbook Section 6.18
21) 2011-14 and 2014-17 Faculty Workload Analyses
22) ORPS sample emails 2016-18
23) Faculty Scholarly Work Dashboard screenshot
24) Faculty Handbook 4.6.3
25) AAC webpage
26) EPC webpage
27) ESSC Webpage
28) FASC Webpage
29) FPBC Webpage
30) IRB Webpage
31) ISC Webpage
32) PAC Webpage
33) SASC Webpage
34) Faculty Committee rosters (2013-14 through 2018-19)
35) Spring 2019 PAC Ballot
36) New College Plan for Growth
37) 2018 Accountability Plan
38) FS § 1012.945

6.2a: Faculty qualifications

For each of its educational programs, the institution:

a. justifies and documents the qualifications of its faculty members.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida employs faculty qualified to prepare students for lives of great achievement. With a mission focused on innovative, residential, liberal arts education, New College of Florida conducts national searches to hire qualified faculty based on: (a) the appropriateness of their academic credentials for the targeted field; (b) potential for, and commitment to, excellence in undergraduate teaching; (c) evidence of a productive program of scholarship and professional activity; (d) a commitment to community service. A faculty roster is provided to document and evaluate the qualifications of all NCF faculty teaching educational activities during the 2018-19 academic year.

Search process

Chapter 5 of the Faculty Handbook describes procedures that guide the recruitment and hiring of qualified faculty. In demonstrating a commitment to open, competitive, national searches for all regular tenure-earning faculty positions, all faculty positions must be advertised nationally. Results of all faculty searches are monitored and evaluated by the Office of the Provost and the Office of Human Resources to ensure goals for equity, competitiveness, and fairness are met.

Section 5.2.2 of the Faculty Handbook, in describing search procedures for regular, full-time faculty, states that "the hiring of a new tenure-track faculty member is the most consequential and important decision in which New College of Florida regularly engages." Once the Provost authorizes a faculty search, a search committee is appointed. This search committee then drafts an advertisement and position description that is presented to the Division for approval. Applicants who respond to the nationally-advertised posting are then reviewed by the search committee in accordance with Florida Sunshine Laws. The top candidates are interviewed, with the finalists invited for on-campus interviews with the Provost, President, Division Chair, the Search Committee and other faculty and students.

The search committee then ranks the finalists, forwarding a recommendation to the Division. Once approved by the Division, the Chair of the Division sends the recommendation to the Provost. If the Provost approves the recommendation, it is forwarded to the President for approval. Upon approval from the president, the Division Chair extends an offer of appointment to the top candidate.

Once the College succeeds in recruiting the candidate, the candidate is required to submit to the Provost official transcripts for all undergraduate and graduate coursework completed, as well as a certification of the highest level of degree earned. Final appointment is subject to verification of these credentials. This stipulation is included in the typical offer letter that is co-signed by the Division Chair and Provost for all faculty appointments [example offer letters for tenure-track, visiting, and part-time positions].

Original copies of transcripts for all full- and part-time faculty are kept on file in the Office of the Provost. If a faculty member's highest degree is not from an institution in the United States, the College submits the foreign credentials to an external academic evaluation agency for review and determination that the degree

is equivalent to the same level degree for that field in the U.S. This evaluation becomes a part of the faculty member's file held in the Office of the Provost.

Institutional policies or guidelines governing expected qualifications of faculty

While New College of Florida did not have a separate, published policy on expected faculty qualifications prior to Spring 2019, expectations are stated throughout the Faculty Handbook:

- *Instructors hired on a continuing basis without a terminal degree should be considered as regular faculty for purposes of retention and review procedures, except that years of service prior to obtaining the terminal degree will not be counted towards tenure* [Section 4.1.1]

- *Thus, while a Juris Doctor or a Master of Public Administration might not qualify as appropriate terminal degrees for regular faculty positions at New College, they may be appropriate for an adjunct appointment* [Section 4.1.3]

- *Candidates for [lecturer positions] should have credentials comparable to those of regular faculty members (in most cases, the Ph.D. or other terminal degree, although master's degrees may be appropriate for certain kinds of appointments)* [Section 4.1.5]

From these excerpts, it's clear that full-time faculty are expected to have earned terminal degrees in their fields of study, whereas adjunct faculty and lecturers are expected to have at least a master's degree in an appropriate field. These expectations are met, as 93% of course instructors hold terminal degrees in their disciplines.

At the May 8, 2019 Faculty Meeting, faculty voted to institute a policy on minimum qualifications for faculty. Now published in Section 4.1.7 of the Faculty Handbook, the policy, developed by the Faculty Appointments and Status Committee, adopts the minimum qualifications for faculty teaching undergraduate and graduate courses stated in the SACSCOC Faculty Credentials Guidelines:

> *4.1.7. Minimum Qualifications for Faculty*
>
> *New College of Florida strives to follow the guidelines adopted by the College Delegate Assembly of the Southern Association of Colleges and Schools Commission on Colleges, December 2006, which specify the degrees and coursework qualifications that are appropriate to different kinds of instructional assignments:*
>
> 1) *Faculty teaching undergraduate courses: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
> 2) *Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.*
>
> *Exceptions*
> *The academic credential guidelines above should be used as the primary means of qualification for all instructors of record. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by case basis by the relevant discipline in consultation with the Division Chair and Provost. Other qualifications may include, as appropriate, professional licensure and certifications; diplomas or certificates earned; publications and presentations in the field; honors and awards; relevant professional work / industry experience; and, other demonstrated competencies and achievements.*

Institutional policies defining the instructor of record

Instead of assigning letter grades to students, New College of Florida faculty provide narrative evaluations of undergraduate student work. The faculty member who writes the narrative evaluation is the instructor of record.

For the vast majority of educational activities, the instructor of record is clear – it's the faculty member who provides both the instruction and narrative evaluation. This holds for team-taught courses, such as the MATH 2100: Motifs in Mathematics course, taught and evaluated by five faculty members (all of whom are listed as instructors of record).

For other educational activities, such as an internships with external providers, the instructor of record is the faculty member who writes the narrative evaluation (but may not be considered to provide the majority of instruction).

Faculty Roster Form

The qualifications of New College of Florida faculty are detailed in a Faculty Roster Form for 2018-19. The form lists the qualifications of all instructors of record for all educational activities offered in Fall 2018, January 2019 (the Independent Study Project term), and Spring 2019.

The tables within the faculty roster are formatted as follows:

Instructor	Courses	ISPs	Tutorials	Academic Qualifications	Other Qualifications
Name (F) = Full-time (P) = Part-time Rank Title	Courses taught by the faculty member in Fall and Spring terms Credit Type: (UT) Undergraduate transferable (G) Graduate	List of Independent Study Projects (ISPs) supervised during January term. Students satisfactorily completing ISPs earn the equivalent of 4 credit hours.	List of tutorials supervised. Tutorials are similar to independent studies offered at other institutions. More information is provided on page 3 of this document.	Relevant degrees earned by faculty member	Any additional, relevant information needed to demonstrate faculty qualifications to teach courses

Instructor: The name, rank, and title of the instructor of record for the educational activity. Each faculty member is identified as (F) full-time or (P) part-time.

Courses: A list of courses taught by each faculty member during the 2018-19 academic year. Similar to courses offered at most other universities or colleges, NCF offers full-unit (equivalent to 4 credit hours) and half-unit (equivalent to 2 credit hours) courses. All credit offered at NCF is either undergraduate transferable or graduate. Descriptions of all courses offered during the 2018-19 academic year are provided to assist in evaluating the qualifications of faculty.

ISPs: Independent Study Projects, representing four full weeks of academic effort during a January term, allow students opportunities for intensive involvement with one subject. With consultation from, and approval of, a faculty ISP advisor, students choose a topic, method of procedure, and preparation of final report or other presentation for evaluation of accomplishment. While many ISPs are independent, individual projects, others are small group projects (such as intensive language study, educational travel, group research, fieldwork, and performing arts).

Faculty have articulated five educational objectives for ISPs [Faculty Handbook Section 6.8]:

- To train students to carry on independent research, to prepare them to plan and carry through an effective senior thesis
- To supplement the curriculum, to provide an opportunity to cover areas not usually available, particularly off-campus
- To provide an opportunity for non-traditional, innovative, experiential learning projects
- To encourage work-related experiences such as internships
- Generally, to provide an opportunity for intensive involvement with one subject, as a change of pace from the regular terms

While some faculty may not have expertise in the specific ISP topics chosen by students, all full-time faculty are academically qualified to guide students in accordance with the five educational objectives listed above.

Each Fall, the Provost's Office disseminates copies of the ISP Handbook to students through email and by posting it online [2019 ISP Handbook]. The ISP Handbook informs an ISP Workshop (held in November each year), which guides students through the registration process and informs them of expectations faculty have for student achievement. The Handbook also provides descriptions of group ISPs offered by faculty, as well as areas of interest and expectations for satisfactory completion of ISPs for all faculty offering ISPs.

As an example of a group ISP, Dr. John Doucette, Assistant Professor of Computer Science, offered "Exploring Robotics with Python" in January 2019. The description of this ISP explains that students will assemble small-wheeled robots and write simple programs to create a robot that will follow a trail marked on the floor with colored tape. The description also adds that students will be expected to build this robot (or robot that makes use of more complex behaviors) by the fourth week of the ISP period.

As an example of a faculty member offering an individual or small-group ISP, the ISP Handbook lists information for Andrea Dimino, Associate Professor of English. Dr. Dimino identifies a preferred method of contact (email), areas of interest within her discipline (e.g., American Fiction and Post-Apocalyptic Literature and Film), and expectations for students to satisfactorily complete the ISP. The lists of areas of interest ensure faculty only sponsor ISPs for which they have expertise.

In order to register for an ISP, each student must submit an ISP Description Form signed by the faculty project advisor and the student's academic advisor. This form requires students to articulate a title or topic for the ISP, a core bibliography, the form of the final project (e.g. critical essay, research paper, work of art, series of examinations, performance, etc.), and a description of the project including goals and procedures.

Tutorials: Tutorials represent for-credit educational activities offered in Fall and Spring semesters that are not offered as courses in the Course Catalog. In a tutorial, a faculty member guides a student (or a small group of students) to meet one of the following objectives: (a) a guided, critical exploration of a topic, (b) preparation work for the student's thesis, (c) lab or studio work, (d) an internship, (e) directed reading assignments. Faculty and students complete a Tutorial Description Form [samples] to identify the title of the tutorial, the intended objective, the learning outcome or artifact to be evaluated, and a description of the project.

Academic Qualifications: Relevant degrees earned by each faculty member.

Other Qualifications: Additional, relevant information to demonstrate faculty qualifications to teach courses.

Summary of the Faculty Roster Form

Of the 134 instructors who taught courses, tutorials, and/or ISPs during 2018-19, 125 (93%) hold terminal degrees in the appropriate field of study. Those who do not hold terminal degrees are part-time instructors (some of whom are employed full-time at NCF with non-instructional duties).

All four instructors who taught graduate-level courses in the Master of Science in Data Science program hold doctoral degrees in appropriate fields of study.

Process to ensure qualified instructors teach educational activities

Each semester, Division Chairs assigned duties to instructors and, in doing so, ensure the instructor is qualified to teach each educational activity. As Article 9.3 of the Collective Bargaining Agreement states:

> *In drafting the assignment of duties, employee and supervisor are charged to consider:*
> *(1) the needs of the program;*
> *(2) **the employee's qualifications and experiences**, including professional growth and development and preferences;*

Conclusion

New College of Florida justifies and documents the qualifications of its faculty members. When determining acceptable qualifications, primary consideration is given to the highest degree earned in the discipline. When appropriate, NCF also considers other qualifications, including professional experience, graduate credit hours earned, awards, research, and continuous documented excellence in teaching.

Faculty transcripts will be available during the on-site review.

Supporting Evidence (in order of appearance)
1) Chapter 5 of the Faculty Handbook
2) Example offer letter: tenure-track
3) Example offer letter: visiting
4) Example offer letter: adjunct
5) Faculty Handbook Section 4.1.1
6) Faculty Handbook Section 4.1.3
7) Faculty Handbook Section 4.1.5
8) FASC Faculty Qualifications Policy
9) MATH 2100: Motifs in Mathematics course description
10) Faculty Roster Form
11) Faculty Roster Form
12) Descriptions of all courses offered during the 2018-19 academic year
13) Sample Tutorial Description Forms
14) Faculty Handbook Section 6.8
15) 2019 ISP Handbook
16) Description of "Exploring Robotics with Python" ISP
17) Andrea Dimino ISP Handbook listing
18) ISP Description Form
19) Faculty Roster Form
20) Article 9.3 of the Collective Bargaining Agreement

6.2b: Program faculty

For each of its educational programs, the institution:

b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

To ensure faculty evaluate and maintain the quality of its liberal arts academic programs, New College of Florida regularly evaluates the workload of full-time faculty and uses that information to make staffing decisions. Through this process, NCF employs a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review.

Institutional definition of full-time (and part-time) faculty

Section 4.1.1 of the Faculty Handbook provides definitions of faculty rank (instructor, lecturer, assistant professor, associate professor, professor) and categories (regular, visiting, or emeritus) and states:

> **The Faculty of New College hold that tenured faculty are full-time faculty**, *which includes those faculty sharing a full-time line. Any faculty member who wishes to assume part-time status must resign tenure.*

Thus, all tenured and tenure-earning faculty are full-time faculty, including faculty sharing a full-time line (as described in Faculty Handbook section 4.1.1.1). Visiting faculty and recurring, non-tenure earning faculty are also full-time faculty [Faculty Handbook 4.1.4].

The Faculty Handbook also outlines policies for the appointment of part-time adjunct faculty. As section 4.1.3 of the Faculty Handbook notes, "In general, the College does not rely heavily on adjunct appointments." When adjunct faculty are employed on a semester-by-semester basis, it is typically to replace a full-time faculty member on research leave or to enhance the breadth of curricular offerings.

In 2018, faculty voted to approve a part-time lecturer position [04/11/2018 Faculty Meeting Minutes]. Section 4.1.5 of the Faculty Handbook defines the lecturer position as a non-tenure-earning, three-year, renewable, 0.25-0.50 FTE position.

The following table summarizes the institutional definitions of full- and part-time faculty:

Full-time	All tenured, tenure-earning, and visiting faculty
Part-time	Adjunct faculty and part-time lecturers

New College does not employ graduate assistants for instructional purposes.

Faculty assignments, responsibilities, and expectations

Regular, full-time faculty are employed on academic year contracts, covering the Fall semester, Spring semester, and a four-week Independent Study Project period in January [Collective Bargaining Agreement Between New College and the United Faculty of Florida 2018-21].

At the beginning of each semester, faculty are apprised in writing of their assigned duties and responsibilities in teaching, scholarly work, service [Faculty Handbook 6.6]. These assignment of duties letters, sent by Division Chairs, typically express that the primary responsibility of faculty is "to teach educational activities (courses, seminars, and tutorials)", to "supervise independent study projects", "to sponsor academic contracts, to advise students, and to hold regular office hours." [Faculty Handbook 4.7; Sample Assignment of Duties letter #1]. For faculty on research leave, the letter explicitly states research as the faculty member's primary responsibility [Assignment of Duties letter for faculty on research leave].

While there are no official college-wide policies or rules governing teaching loads, the accepted norm is that each faculty member teaches two courses per semester. In addition, faculty are expected to supervise tutorials, independent reading projects, independent research, senior theses, and other educational activities. [Faculty Handbook 6.6: Faculty Teaching Responsibilities].

Additionally, Florida Statute 1012.945 requires each full-time equivalent instructional faculty member to teach a minimum of 12 classroom contact hours per week (with exceptions for full-time administrators, librarians, counselors, and faculty assigned non-teaching duties). At NCF, the assignment of duties letters clearly demonstrate how each faculty member meets this 12 contact hours per week requirement [Assignment of Duties Letters for Natural Sciences Faculty – Spring 2018].

Definition of educational program

NCF offers a single graduate degree (Master of Science in Data Science) and a single undergraduate degree (Bachelor of Arts). In 2015, NCF expanded the classification of its undergraduate academic programs to six CIP codes [Florida Board of Governors Degree Inventory].

Within these six CIP codes, NCF undergraduate students choose (with faculty approval) to complete requirements in one or more areas of concentration (AOCs). These AOCs -- which appear on student transcripts -- comprise the academic programs offered by New College of Florida. NCF offers approximately 40 AOCs that can be classified into six categories [General Catalog]:

1. General Studies: Any student who has completed the Liberal Arts Curriculum is eligible to graduate in general studies. Requires the endorsement of two faculty from different Divisions and presupposes study in all three Divisions. No Area of Concentration is recorded on the transcript.

2. Divisional Concentrations: Humanities, Natural Sciences, or Social Sciences: Requires the endorsement of two faculty members (usually from different disciplines) from within the appropriate Division and fulfillment of Divisional requirements. A Social Sciences concentration requires the endorsement of three faculty from that Division.

3. Disciplinary Concentration (e.g., Art, Biology, English, Political Science): Requires the endorsement of two faculty from a discipline represented at NCF. If a discipline has a single faculty member (due to leaves of absence), a student must petition the Division for acceptance of the disciplinary concentration when appropriate work in the discipline has been done off campus with the approval of the New College faculty member representing the discipline.

4. Joint-Disciplinary Concentration: This is a combination of two or more disciplines offered at New College and are indicated by a slash between the disciplines (e.g., Biology/Chemistry). This combined concentration is used to indicate a plan of study in which substantial study has occurred in two disciplines, but not enough for a double Area of Concentration. A joint-disciplinary concentration requires the endorsement of three faculty members, at least one from each discipline.

5. Double Area of Concentration (e.g., Biology *and* Chemistry): Students complete the requirements for both disciplinary concentrations. Students either complete one thesis with signatures from four faculty members (two from each concentration) or complete two theses and two baccalaureate exams.

6. Special Program Concentration (e.g., Environmental Science, Publication Studies): A special program concentration is developed in consultation between a student and at least two faculty members. In some cases, where there are limited course offerings at New College that apply to the designated special program, appropriate off-campus work will be required. Working with faculty, students must provide a narrative description of the proposed program, a specific list of all activities that are required for program completion. If the special program is similar to programs offered by other undergraduate institutions, or if it implies preparation for particular graduate or professional programs, the faculty deems it very helpful for the description to relate the program to these other programs.

The following table lists the areas of concentration offered at New College of Florida (excluding any special program concentrations that students may create), along with the associated CIP codes:

CIP Code	CIP Title	NCF Areas of Concentration
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other	Anthropology, Art, Art History, Classics, Economics (including Finance), English, Gender Studies, General Studies, History, Humanities, Literature, Music, Philosophy, Political Science, Psychology, Religion, Social Sciences, Sociology, Theater
03.0103	Environmental Studies	Environmental Studies
16.0101	Foreign Languages & Literatures, General	Chinese Language and Culture, French Language and Literature, German Studies / German Language and Literature, Russian Language and Literature, Spanish Language and Literature
30.0101	Biological and Physical Sciences	Applied Mathematics, Biology, Biopsychology, Chemistry (including Biochemistry), Computer Science, Marine Biology, Mathematics, Natural Sciences, Physics
30.2001	International/Global Studies	International and Area Studies (including East Asian Studies and European Studies)
30.3001 (Updated Fall 2019 from 11.9999)	Computer and Information Sciences and Support Services, Other	Data Science (Master's Degree)

These concentrations – also listed in admissions flyers and on the ncf.edu/aoc website – represent the educational programs discussed in this Compliance Certification Report

Evidence of sufficient number of full-time faculty in each educational program

While no official college-wide policies or rules govern teaching loads, the accepted norm is that each faculty member teaches two courses or seminars per semester. In addition, faculty are expected to supervise tutorials, independent reading projects, independent research, senior theses, and other educational activities. [Faculty Handbook 6.6: Faculty Teaching Responsibilities].

The following table lists full-time faculty within each educational program (for academic year 2018-19). Programs are listed in alphabetical order and faculty teaching in multiple programs have been listed multiple times. Following this table, data will be provided to demonstrate NCF employs a sufficient number of full-time faculty within each program to ensure curriculum and program quality, integrity, and review:

Program	Full-time Faculty
Anthropology	Anthony Andrews, Professor Uzi Baram, Professor Erin Dean, Assoc. Professor Maria Vesperi, Professor
Art History	Katherine Brion, Asst. Professor Magdalena Carrrasco, Professor
Biopsychology	Peter Cook, Asst. Professor Heidi Harley, Professor Elizabeth Leininger, Asst. Professor
Classics	David Rohrbacher, Professor Carl Shaw, Assoc. Professor
Economics (including Finance)	Richard Coe, Professor Tracy Collins, Asst. Professor Tarron Khemraj, Assoc. Professor Mark Paul, Asst. Professor Sherry Yu, Asst. Professor
Environmental Studies	Frank Alcock, Assoc. Professor Erika Diaz-Almeyda, Asst. Professor David Brain, Professor Erin Dean, Assoc. Professor Nicolas Delon, Asst. Professor Heidi Harley, Professor Brad Oberle, Asst. Professor Emily Saarinen, Assoc. Professor

Program	Full-time Faculty
Art	Kim Anderson, Assoc. Professor Dan Bethune, Assistant in Humanities Ryan Buyssens, Asst. Professor
Biology	Amy Clore, Professor Erika Diaz-Almeyda, Asst. Professor Tiffany Doan, Visiting Asst. Prof. Jayne Gardiner-Loewy, Asst. Professor Sandra Gilchrist, Professor Elizabeth Leininger, Asst. Professor Brad Oberle, Asst. Professor **Tyrone Ryba, Asst. Professor **Athena Rycyk, Asst. Professor Emily Saarinen, Assoc. Professor Gerardo Toro-Farmer, Asst. Professor *** = shared full-time line (joint appointment)*
Chemistry (including Biochemistry)	Rebecca Black, Asst. Professor Matthis Hodge, Associate in Chemistry Lin Jiang, Asst. Professor Suzanne Sherman, Assoc. Professor Steven Shipman, Assoc. Professor Katherine Walstrom, Assoc. Professor
Computer Science	Sinan al-Saffar, Visiting Asst. Prof. John Doucette, Asst. Professor David Gillman, Asst. Professor Karsten Henckell, Professor Gary Kalmanovich, Asst. Professor Matthew Lepinski, Asst. Professor Tania Roy, Asst. Professor
English	Andrea Dimino, Assoc. Professor Sarah Gerard, Writer in Residence Nova Myhill, Professor Sarah Osment, Visiting Asst. Prof. Miriam Wallace, Professor Jessica Young, Asst. Professor Robert Zamsky, Assoc. Professor
Gender Studies	Nicholas Clarkson, Asst. Professor Emily Fairchild, Assoc. Professor Amy Reid, Professor Miriam Wallace, Professor Sandra Gilchrist, Professor Susan Marks, Professor Andrea Dimino, Assoc. Professor Xia Shi, Asst. Professor

Program	Full-time Faculty
History	**Carrie Benes, Assoc. Professor Brendan Goff, Asst. Professor David Harvey, Professor **Thomas McCarthy, Assoc. Professor Xia Shi, Asst. Professor ** = *shared full-time line (joint appointment)*
International and Area Studies (including East Asian Studies, European Studies, Caribbean & Latin American Studies)	Anthony Andrews, Professor Frank Alcock, Associate Professor Uzi Baram, Professor Tracy Collins, Assistant Professor Erin Dean, Associate Professor Amanda Fidalgo, Assistant Professor Ilaria Giglioli, Asst. Professor David Harvey, Professor Sarah Hernandez, Associate Professor Barbara Hicks, Professor Tarron Khemraj, Professor Sonia Labrador, Associate Professor Fang-yu Li, Professor Manuel Lopez, Assistant Professor Nassima Neggaz, Assistant Professor Alberto Portugal, Professor Amy Reid, Professor Xia Shi, Assistant Professor Wendy Sutherland, Associate Professor Jocelyn Van Tuyl, Professor Hugo Viera Vargas, Assistant Professor Alina Wyman, Associate Professor Jing Zhang, Associate Professor
Marine Biology	Gerardo Toro-Farmer Jayne Gardiner, Asst. Professor Sandra Gilchrist, Professor Athena Rycyk, Asst. Professor
Music	Maribeth Clark, Assoc. Professor Mark Dancigers, Asst. Professor Stephen Miles, Professor Hugo Viera-Vargas, Asst. Professor
Physics	Donald Colladay, Professor Chris Pederson, Associate in Physics George Ruppeiner, Professor Mariana Sendova, Professor

Program	Full-time Faculty
Languages:	
Chinese	Fang-yu Li, Asst. Professor Jing Zhang, Assoc. Professor
French	Amy Reid, Professor Jocelyn Van Tuyl, Professor
German	Lauren Hansen, Visiting Asst. Prof. Wendy-Lou Sutherland, Assoc. Professor
Spanish	Sonia Labrador-Rodriguez, Assoc. Prof. Mariam Manzur-Leiva, Instructor Jose Alberto Portugal, Professor
Russian	Alina Wyman, Assoc. Professor (A full-time position in Russian was filled in 2018-19 to begin 2019-20)
Literature	Fang-yu, Li, Asst. Professor Jing Zhang, Assoc. Professor David Rohrbacher, Professor Carl Shaw, Assoc. Professor Andrea Dimino, Assoc. Professor Nova Myhill, Professor Sarah Osment, Visiting Asst. Prof. Miriam Wallace, Professor Robert Zamsky, Assoc. Professor Amy Reid, Professor Jocelyn Van Tuyl, Professor Wendy-Lou Sutherland, Assoc. Professor Alina Wyman, Assoc. Professor Sonia Labrador-Rodriguez, Assoc. Prof. Mariam Manzur-Leiva, Instructor Jose Alberto Portugal, Professor
Mathematics and Applied Mathematics	Karsten Henckell, Professor Christopher Kottke, Asst. Professor Patrick McDonald, Professor Eirini Poimenidou, Professor Necmettin Yildirim, Professor
Philosophy	Nicolas Delon, Asst. Professor Aron Edidin, Professor April Flakne, Assoc. Professor Christopher Noble, Asst. Prof.
Political Science	Frank Alcock, Assoc. Professor Amanda Fidalgo, Asst. Professor Keith Fitzgerald, Assoc. Professor Barbara Hicks, Professor Jack Reilly, Asst. Professor

Program	Full-time Faculty
Psychology	Michelle Barton, Assoc. Professor Kathleen Casto, Asst. Professor Peter Cook, Asst. Professor Catherine Cottrell, Assoc. Professor Steven Graham, Assoc. Professor Heidi Harley, Professor
Sociology	David Brain, Professor Emily Fairchild, Assoc. Professor Sarah Hernandez, Assoc. Professor Queen Zabriskie, Asst. Professor
Master of Science in Data Science	David Gillman, Asst. Professor Gary Kalmanovich, Asst. Professor Bernhard Klingenberg, Professor Matthew Lepinski, Asst. Professor Patrick McDonald, Professor Tyrone Ryba, Asst. Professor

Program	Full-time Faculty
Religion	Manuel Lopez Zafra, Asst. Professor Susan Marks, Professor Gordon Michalson, Jr., Professor Nassima Neggaz, Asst. Professor
Theatre & Performance Studies	Diego Villada, Asst. Professor Leymis Wilmott, Dance Instructor Affiliated Faculty: Nova Myhill, Professor Wendy-Lou Sutherland, Assoc. Professor Maria Vesperi, Professor Stephen Miles, Professor Aron Edidin, Professor April Flakne, Assoc. Professor

The educational programs listed in the table above exclude the following divisional concentrations:

Program	Full-time Faculty
General Studies	(all NCF faculty contribute to courses and students in the general studies concentration)
Humanities	(all faculty in the Humanities Division contribute to this concentration)

Program	Full-time Faculty
Social Science	(all faculty in the Social Science Division contribute to this concentration)
Natural Science	(all faculty in the Natural Science Division contribute to this concentration)

Instructional workload

The sufficiency of each educational program's full-time faculty is evident in the ratio of the number of majors (students who have declared each area of concentration by their fifth term of study) to the number of full-time faculty teaching in each area of concentration. The table on the following page displays this ratio, along with the average class size for full-time faculty in each educational program for the past three years. The table is also provided in a separate document with detailed notes.

	Student to Full-Time Faculty FTE Ratio			Average Class Size		
Program	Fall 2016	Fall 2017	Fall 2018	Fall 2016	Fall 2017	Fall 2018
Anthropology	10.8	12.0	11.4	18.0	16.6	13.4
Applied Mathematics	5.1	4.2	3.2	21.2	19.8	16.0
Art	4.0	5.5	4.7	11.7	12.0	11.7
Art History	4.0	3.5	4.0	12.8	19.0	12.5
Biology	8.7	7.2	7.9	25.8	19.1	21.5
Biopsychology	8.3	7.5	9.8	17.3	14.0	12.3
Chemistry (Biochemistry)	7.1	7.6	6.5	25.1	22.9	17.6
Classics	5.0	4.7	11.0	17.2	11.6	16.6
Computer Science	5.3	9.2	8.5	25.4	19.6	21.3
Economics (Finance)	8.3	11.0	11.0	22.5	16.7	14.2
English	5.0	6.3	4.1	11.1	14.9	10.8
Environmental Studies	11.6	11.2	7.7	23.7	20.6	21.1
Gender Studies	3.1	4.2	2.2	18.9	14.9	12.7
History	4.2	3.4	4.2	18.3	15.6	14.7
Intl./Area Studies	2.3	3.0	2.4	18.3	15.0	12.4
Language & Literature (Chinese, French, German, Spanish, Russian)	7.2	7.3	8.9	13.9	11.6	9.9
Literature	1.4	1.5	1.4	14.2	12.2	11.1
Marine Biology	-	-	8.7	-	-	20.0
Mathematics	5.5	6.9	6.9	21.2	19.8	16.0
Music	3.2	3.2	4.0	17.5	11.8	10.7
Philosophy	18.0	17.1	10.6	20.2	24.2	14.4
Physics	4.0	4.0	3.0	23.5	17.3	11.6
Political Science	7.8	9.5	9.3	22.3	19.1	19.5
Psychology	7.2	7.4	8.2	15.8	16.6	14.9
Religion	3.6	4.4	6.4	16.7	21.3	12.0
Sociology	4.8	8.0	6.8	20.8	17.6	11.6
Theatre / Performance	2.0	1.6	1.6	16.8	16.9	12.9
NCF	**2.2**	**2.3**	**2.5**	**18.9**	**16.9**	**14.6**

Notes:

i. Students = the number of students with declared or preliminary areas of concentration (determined after the 5th semester). Students declaring multiple areas of concentration were counted multiple times.

ii. Full-Time Faculty FTE = Each full-time faculty member's 1.0 FTE was split among educational programs in which the faculty member taught (e.g., a full-time faculty member teaching courses in two educational programs was counted as 0.5 FTE in each of those two educational programs)

iii. Marine Biology didn't become a standalone area of concentration until 2018-19.

iv. Divisional concentrations (Humanities, Natural Sciences, Social Sciences) and General Studies are not included in this table.

As the table indicates:

- The student to full-time faculty ratio (or majors per full-time faculty member) ranges from 1.4 (for Literature in 2016-17) to 18.0 (for Philosophy in 2016-17). By 2018-19, the Anthropology program had the largest ratio of students to full-time faculty at a very manageable 11.4.
- The average class size ranges from 9.9 (across the Language and Literature programs in 2018-19) to 25.8 (for Biology in 2016-17). By 2018-19, the average class size in Biology had dropped to 21.5.

At NCF, the vast majority of courses are taught by full-time faculty. In 2018-19, 83% of all courses offered were taught by full-time faculty. Over the past five years, the percentage of courses taught by full-time faculty has ranged from 77% (in Fall 2016) to 94% (in Fall 2015).

This provides evidence that the number of full-time faculty to provide quality instruction is sufficient within each program. Further evidence of a sufficient number of faculty per program is provided by the four-year plans of study maintained by each area of concentration [plans of study from AOC webpages]. Through these plans of study, faculty in each AOC ensure they have a sufficient number of faculty to offer the courses, tutorials, and Independent Study Projects (ISPs) required for program completion.

Advising workload

New College of Florida places great importance on close student/faculty interaction and an academic contract system. Each semester, students meet with their faculty contract sponsors to plan an individualized program of educational activities relevant to goals the student has articulated and the requirements of the student's chosen area(s) of concentration. Also related to advising, all NCF students complete a senior thesis or project under the sponsorship of a faculty member

The following table displays the number of advisees per full-time faculty member and the number of theses sponsored per full-time faculty member within each educational program.

As the table indicates:

- The number of advisees per full-time faculty member has ranged from 5.7 (for Physics in 2018-19) to 27.0 (for Music in 2017-18). By 2018-19, the English program had the highest number of advisees per full-time faculty member (at 19.5).
- The number of theses sponsored per full-time faculty member has ranged from 1.0 (for Art in 2016-17) to 5.3 (for Chemistry in 2018-19).

This provides evidence that the number of full-time faculty to provide individualized advising is sufficient within each program. Further evidence is provided by responses to a graduating senior survey (the Baccalaureate Student Survey). On this survey, graduating seniors have consistently rated high levels of satisfaction with contract sponsorship, class sizes, quality of interactions with faculty, and the accessibility of professors [BSS Summary 2012-18].

	Advisee-to-Full-Time Faculty Ratio			These Sponsored per Full-Time Faculty		
Program	Fall 2016	Fall 2017	Fall 2018	Fall 2016	Fall 2017	Fall 2018
Anthropology	16.3	11.8	11.0	3.3	3.0	4.3
Applied Mathematics	12.8	9.4	11.2	1.5	1.7	2.3
Art	6.0	9.5	9.5	1.0	3.0	3.0
Art History	17.0	10.5	8.5	4.0	1.0	3.0
Biology	18.0	12.6	12.9	5.0	4.3	2.7
Biopsychology	14.0	15.0	19.5	3.5	3.5	3.3
Chemistry (Biochemistry)	15.8	16.3	17.7	3.7	2.7	5.3
Classics	12.5	8.5	11.0	1.0	4.0	3.0
Computer Science	9.8	11.8	13.0	1.5	2.0	4.0
Economics (Finance)	15.7	12.3	10.5	1.7	2.8	3.3
English	13.7	12.3	19.5	3.0	2.5	2.8
Environmental Studies	15.8	15.2	14.0	3.3	3.4	3.7
Gender Studies	16.0	14.6	13.8	3.5	4.0	2.9
History	10.3	7.8	9.3	2.0	2.3	2.5
Intl./Area Studies	13.6	11.9	10.1	2.2	2.5	3.0
Language & Literature (Chinese, French, German, Spanish, Russian)	11.4	10.8	9.0	1.6	2.0	1.3
Literature	12.5	11.4	11.3	1.9	2.4	2.1
Marine Biology	-	-	14.5	-	-	3.0
Mathematics	12.8	9.4	11.2	1.5	1.7	2.3
Music	12.3	27.0	10.5	4.5	5.0	3.5
Philosophy	10.3	13.0	11.5	1.0	3.0	2.0
Physics	8.0	10.0	5.7	2.0	1.3	1.0
Political Science	12.8	11.3	13.5	3.5	3.0	5.3
Psychology	14.8	16.5	18.5	3.8	4.2	4.2
Religion	9.7	11.5	13.0	2.0	1.8	4.0
Sociology	10.8	12.3	10.3	1.3	3.5	4.0
Theatre / Performance	10.6	11.3	12.0	2.0	4.3	2.0
NCF	**12.8**	**12.5**	**12.3**	**2.5**	**2.9**	**3.1**

Notes:

i. Students = the number of students with declared or preliminary areas of concentration (determined after the 5th semester). Students declaring multiple areas of concentration were counted multiple times.

ii. Full-Time Faculty FTE = Each full-time faculty member's 1.0 FTE was split among educational programs in which the faculty member taught (e.g., a full-time faculty member teaching courses in two educational programs was counted as 0.5 FTE in each of those two educational programs)

iii. Marine Biology didn't become a standalone area of concentration until 2018-19.

iv. Divisional concentrations (Humanities, Natural Sciences, Social Sciences) and General Studies are not included in this table.

Scholarly activity workload

While research is not a direct component of the NCF mission, faculty are still expected to remain current in their disciplines and produce scholarly output.

The Office of Institutional Research and Assessment maintains an interactive dashboard of faculty scholarly activity [screenshot]. The dashboard shows the number of activities (e.g., published articles, refereed presentations, book reviews, professional seminars, exhibition of work in juried show or gallery) completed by each faculty member each year. From 2009 through 2017, faculty engaged in 2,364 scholarly activities. This equates, roughly, to 3 activities per faculty member per year.

The following table displays the number of scholarly activities completed by faculty within each educational program from 2009 through 2017:

Program	Scholarly or Creative Works 2009-2017
Anthropology	254
Art	64
Art History	13
Biology	130
Chemistry (Biochemistry)	129
Classics	82
Computer Science	8 (program started in 2015)
Economics (Finance)	45
English	167
Environmental Studies	108
History	252
Lang/Lit: Chinese Lang/Lit: French Lang/Lit: German Lang/Lit: Spanish Lang/Lit: Russian	178
Mathematics (Applied)	133
Music	42
Philosophy	47
Physics	147
Political Science	63
Psychology	187
Religion	98
Sociology	95
M.S. in Data Science	11 (program started in 2016)

In the above table, faculty were assigned to their primary disciplinary unit. This is why some of the more interdisciplinary programs do not appear in the table. For example, faculty teaching in the Marine Biology program are assigned to the Biology program in the above table.

For programs that have existed since 2009, the number of scholarly activities completed ranges from 13 (Art History) to 254 (Anthropology). This demonstrates a sufficient number of faculty to engage in scholarly activity each year.

Assessment and program review workload

The completion of ongoing assessment and program review activities further demonstrate a sufficiency in full-time faculty across academic programs. To ensure curriculum and program quality and integrity, faculty

within each academic program engage in annual assessment activities and comprehensive program review activities (both discussed in detail in response to SACSCOC Principle 8.2a).

A program review schedule displays the educational programs reviewed on the state-required seven-year cycle. The dark green cells indicate the date of the previous review; the blue cells indicate the next scheduled review. The schedule indicates a sufficient number of faculty are available to complete required program reviews on-time.

An assessment report tracking summary displays similar information for annual, biennial, and triennial assessment reports since 2009. As the summary indicates, assessment reports were completed by all active disciplinary programs every year except for Gender Studies in 2010-12 and the divisional areas of concentration (Humanities, Natural Sciences, and Social Sciences). While links to assessment reports, improvement plans, and program reviews for each academic program are provided in the narrative for SACSCOC Principle 8.2a, one example of each report is provided here:

- Environmental Studies 2010-12 Effectiveness Report
- Mathematics 2013-15 Effectiveness Report
- German Studies 2015-16 Effectiveness Report
- Classics 2018-21 Improvement Plan
- 2018-19 Program Review for Religion

Ongoing evaluation of sufficient faculty within each program

To ensure each program has a sufficient number of full-time faculty, the Office of the Provost evaluates faculty workloads through data provided by the Office of Institutional Research and Assessment. The data [2011-17 Faculty Workload Data Reports] track enrollment (in courses, tutorials, and independent study projects) and advising (the number of baccalaureate committees and theses supervised) for all faculty during rolling three-year periods. Summarized by areas of concentration, these data provide the Provost an opportunity to determine which academic programs may need additional full-time faculty.

The faculty workload evaluations have led to hiring decisions. For example, an April 26, 2017 memorandum from the Provost demonstrates that five of fifteen new faculty positions to be hired in 2017-18 were assigned to programs in need of workload relief (as indicated by data generated from ongoing faculty workload evaluation activities).

The program review process provides another opportunity to evaluate faculty sufficiency. In accordance with BOG regulation 8.015, New College of Florida reviews all its academic degree programs at least every seven years. These program reviews include both internal and external assessments of the adequacy of resources, including faculty, and assessments of the program's strengths and weaknesses in teaching, service, and scholarship. Program reviews will be discussed in detail in response to SACSCOC Principle 8.2a.

Conclusion

Workload data, showing faculty responsibilities in instruction, advising, scholarly activity, and program assessment, demonstrate NCF employs a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review.

Supporting Evidence (in order of appearance)
1) Section 4.1.1 of the Faculty Handbook 2) Faculty Handbook section 4.1.1.1 3) Faculty Handbook 4.1.4 4) Section 4.1.3 of the Faculty Handbook 5) 04/11/2018 Faculty Meeting Minutes 6) Section 4.1.5 of the Faculty Handbook 7) Collective Bargaining Agreement Between New College and the United Faculty of Florida 8) Faculty Handbook 6.6 9) Faculty Handbook 4.7 10) Sample Assignment of Duties letter #1 11) Assignment of Duties letter for faculty on leave 12) Faculty Handbook 6.6: Faculty Teaching Responsibilities 13) Florida Statute 1012.945 14) Assignment of Duties Letters for Natural Sciences Faculty – Spring 2018]. 15) Florida Board of Governors Degree Inventory 16) General Catalog 17) Admissions flyers 18) ncf.edu/aoc webpage 19) Faculty Handbook 6.6: Faculty Teaching Responsibilities 20) AOC Workload Report (table with average class sizes; student to FT-faculty ratios, etc.) 21) 27 example plans of study from AOC webpages 22) Baccalaureate Student Survey Summary 2012-18 23) IRA Faculty Scholarly Activity Dashboard screenshot 24) Program Review Schedule 25) Assessment Report Tracking Summary 26) Environmental Studies 2010-12 Effectiveness Report 27) Mathematics 2013-15 Effectiveness Report 28) German Studies 2015-16 Effectiveness Report 29) Classics 2018-21 Improvement Plan 30) 2018-19 Program Review for Religion 31) 2014-17 Faculty Workload Data Reports 32) April 26, 2017 memorandum from the Provost 33) BOG regulation 8.015

6.2c: Program coordination

For each of its educational programs, the institution:

c. assigns appropriate responsibility for program coordination.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through the Office of the Provost, the Division Chairs, and the Interdisciplinary Directors, New College of Florida (NCF) assigns responsibility for program coordination, curriculum development, and program review to academically qualified individuals.

Definition of "educational program"

The definition of an educational program matches that provided in response to Principle 6.2b: each area of concentration that can appear on a student's transcript is an educational program.

NCF structures its academic programs into the following divisions and interdisciplinary programs [Academic Affairs Organizational Chart]:

Division	NCF Areas of Concentration		
Humanities	Art Art History Chinese Language & Culture Classics English	French Language & Lit. German Studies Humanities Literature Music	Philosophy Religion Russian Lang/Literature Spanish Lang/Literature
Natural Sciences	Applied Mathematics Biology Chemistry (including Biochemistry)	Computer Science Marine Biology Mathematics	Natural Sciences Physics
Social Sciences	Anthropology Economics (including Finance) History	Political Science Psychology Social Sciences	Sociology
Interdisciplinary	Biopsychology Environmental Studies Gender Studies	General Studies International and Area Studies (including East Asian Studies; European Studies)	Theater
Master's Program	Data Science		
(unclassified)	Special program concentrations		

Each division is coordinated by a Division Chair, a tenured faculty member with a terminal degree in a discipline within that division. Section 3.9 of the Faculty Handbook describes the responsibilities of division chairs in the areas of budgeting, office support, faculty recruitment, faculty evaluation, and planning. Since each Division Chair serves on the Academic Administrative Council (AAC) [Faculty Handbook 3.4], these division chairs also are charged with overseeing the administration of the academic program and serving as

the administrative liaison between the academic program and academic support groups, such as Enrollment Management, IT, the library, and Student Affairs.

For each disciplinary area of concentration (AOC) within each division, the full-time faculty of those disciplines share responsibility for curriculum development, coordination of course offerings, and program review. Additionally, as part of the AOC assessment process, one faculty member per program has been (or, in some cases, a small number of faculty have been) designated to coordinate program assessment and improvement efforts.

For interdisciplinary programs that are not represented in a single division, directors and committees have been formed for program coordination.

Assignment of program coordination

Curricular coordination and oversight

Division Chairs and Interdisciplinary Program Directors receive assignment of duties letters outlining their responsibilities and duties. A sample assignment of duties letter for the Chair of the Humanities Division demonstrates that the Chairs are informed of their duties to:

- Manage and supervise the programs and people of your Division
- Encourage research and to review periodically progress with each faculty member for purposes of his/her own evaluation and those of the personnel process
- Encourage the review and revision of the divisional curriculum by appropriate faculty with an eye toward the development of new areas or the improvement of existing courses of instruction
- Review with each faculty member his/her teaching performance at least once per annum, and to maintain a personal course load consonant with your administrative duties

Sample assignment of duties letters for Interdisciplinary Program Directors provide evidence of their assigned duties. For example:

- The letter to the Director of the Gender Studies Program indicates the Director is responsible for ensuring the curricular and programmatic health and growth of the program. The Director is also responsible for maintaining and enhancing the program curriculum, developing new curricular initiatives, overseeing budgetary matters, and evaluating staff and instructors teaching courses dedicated to the program.

- Letters to the co-Directors of the Environmental Studies program point out the responsibility to manage, support, and provide administrative direction for the program in the areas of academic planning, coordination of course offerings, and evaluating and enhancing program operations.

- The letter to the Director of the International Studies program indicates an expectation for leadership on curricular and community programs and overseeing the International and Area Studies AOC.

Management and administrative support

To manage divisional budgets, purchasing, and personnel matters, each of the three academic Divisions employs an Office Manager. As a sample Division Office Manager position description indicates, the Office Managers are responsible for supervising office operations, including maintenance of fiscal records, budget reconciliation, purchasing of supplies, scheduling courses, ordering textbooks, and coordinating recruitment activities.

Assessment and improvement coordination

As part of the institutional AOC assessment and improvement process, each AOC is required to identify an assessment contact (or multiple contacts). Most recently, in summer of 2018, the AOC assessment contacts were provided a small stipend to transition from a traditional assessment model to a learning improvement model (discussed in response to SACSCOC Principle 8.2a). As the email notice to faculty [05/14/18 email notice to faculty] demonstrates, these contacts were informed of their duties to map curricular requirements to student learning outcomes, develop four-year plans of study, and coordinate improvement efforts.

While these assessment contacts are expected to coordinate efforts, they are not solely responsible for program assessment. Faculty members in each AOC regularly review the curriculum, student learning outcomes, assessment results, and improvement plans in order to meet institutional expectations and state requirements (through required Academic Learning Compacts) [BOG Regulation 8.016; Sample Academic Learning Compact for Psychology].

Qualified program coordinators (undergraduate programs)

The following tables display the 2018-19 Division Chairs, Interdisciplinary Directors, Assessment Contacts, and qualified faculty program coordinators for each undergraduate educational program offered at NCF. As the table displays, every disciplinary program is coordinated by at least one full-time faculty member with a terminal degree in the discipline. Every interdisciplinary program is coordinated by at least two full-time faculty members with terminal degrees in the disciplines that contribute to the program.

Division: **Humanities**
Chair: **Miriam Wallace** (link to CV)
Terminal Degree: Ph.D., British, American & French Literature, University of California at Santa Cruz
Office Manager: Daniel Hernandez

Program	Supervising Faculty (* = Assessment Contact)
Art	***Kim Anderson**, M.F.A., Art, University of Florida **Ryan Buyssens**, M.F.A., Sculpture, Cranbrook Academy of Art, Bloomfield Hills, Michigan
Art History	***Magdalena Carrasco**, M.Phil., History of Art, Yale University **Katherine Brion**, Ph.D. History of Art, University of Michigan
Chinese Lang.	***Jing Zhang**, Ph.D., Chinese and Comparative Literature, Washington University in St. Louis **Fang-yu Li**, Ph.D., Chinese and Comparative Literature (with Graduate Certificate in Translation Studies), Washington University, St. Louis
Classics	***David Rohrbacher**, Ph.D., Classics, University of Washington **Carl Shaw**, Ph.D., Classical Studies, University of Pennsylvania
English	***Miriam Wallace**, Ph.D., British, American & French Literature, Univ. of California at Santa Cruz ***Nova Myhill**, Ph.D., Renaissance Literature UCLA **Andrea Dimino**, Ph.D., English, Yale University **Jessica Young**, Ph.D., English Literature, University of Illinois **Robert Zamsky**, Ph.D., English, SUNY-Buffalo
French Lang.	***Amy Reid**, Ph.D., French, Yale University ***Jocelyn Van Tuyl**, Ph.D., French, Yale University

German Studies	***Wendy Sutherland**, Ph.D., German, University of Pennsylvania **Lauren Hansen**, Ph.D., German, University of Illinois at Urbana-Champaign
Humanities	This is an interdisciplinary divisional AOC within the Humanities Division. ***Miriam Wallace**, Ph.D., British, American & French Literature, Univ. of California at Santa Cruz
Literature	***Miriam Wallace**, Ph.D., British, American & French Literature, Univ. of California at Santa Cruz **Nova Myhill**, Ph.D., Renaissance Literature UCLA **Jessica Young**, Ph.D., English Literature, University of Illinois
Music	***Maribeth Clark**, Ph.D., Music, University of Pennsylvania **Mark Dancigers**, Ph.D., Music, Princeton University **Stephen Miles**, M.Mus., D.M.A., Composition, University of Illinois at Urbana-Champaign **Hugo Viera-Vargas**, Ph.D., History, Indiana University (M.A., Latin American and Caribbean Studies, Indiana University, Bloomington; Ph.D., History, Indiana University
Philosophy	***Aron Edidin**, Ph.D., Philosophy, Princeton University **Nicolas Delon**, Ph.D., Philosophy, Université Paris 1 Panthéon-Sorbonne **April Flakne**, Ph.D., Philosophy, New School for Social Research
Religion	***Manuel Lopez**, Ph.D. Religious Studies University of Virginia **Susan Marks**, Ph.D., The Graduate Group in Religious Studies, University of Pennsylvania **Gordon Michalson**, Ph.D. with distinction, Philosophy of Religion, Princeton University **Nassima Neggaz**, Ph.D., Arabic and Islamic Studies, Georgetown University
Russian Lang.	***Alina Wyman**, M.A., Russian Literature, University of Illinois at Chicago
Spanish Lang.	***Sonia Labrador**, Ph.D., Spanish (Hispanic Lang. & Lit.), SUNY at Stony Brook **Jose Alberto Portugal**, Ph.D., Spanish, University of Texas at Austin

Division: **Natural Sciences**
Chair: **Katie Walstrom** (link to CV)
Terminal Degree: Ph.D., Biochemistry, Cornell University
Office Manager: Colleen Swessel

Program	Supervising Faculty (* = Assessment Contact)
Applied Math	***Necmettin Yildirim**, Ph.D., Applied Mathematics, Atakurk University **Karsten Henckell**, Ph.D., Mathematics, University of California at Berkeley **Christopher Kottke**, Ph.D., Mathematics, Massachusetts Institute of Technology **Patrick McDonald**, Ph.D., Mathematics, Massachusetts Institute of Technology **Eirini Poimenidou**, Ph.D., Mathematics, University of Warwick (UK)
Biology	***Emily Saarinen**, Ph.D., Entomology University of Florida **Amy Clore**, Ph.D., Plant Sciences, University of Arizona **Tiffany Doan**, Ph.D., Quantitative Biology, University of Texas at Arlington **Jayne Gardiner**, Ph.D., Biology, University of South Florida **Sandra Gilchrist**, Ph.D., Biology, Florida State University **Elizabeth Leininger**, Ph.D., Neurobiology and Behavior, Columbia University **Brad Oberle**, Ph.D., Biology & Population Biology, Washington University in St. Louis **Tyrone Ryba**, Ph.D., Molecular/ Computational Biology, Florida State University

Chemistry (including Biochemistry)	***Katherine Walstrom**, Ph.D., Biochemistry, Cornell University **Rebecca Black**, Ph.D., Inorganic Chemistry, University of Chicago **Lin Jiang**, Ph.D., Chemistry, Miami University **Suzanne Sherman**, Ph.D., Inorganic Chemistry, Massachusetts Institute of Tech. **Steven Shipman**, Ph.D., University of California, Berkeley
Computer Science	***Matt Lepinski**, Ph.D. Computer Science, Massachusetts Institute of Technology **Sinan al-Saffar**, Ph.D., Computer Engineering, The University of New Mexico **John Doucette**, Ph.D., Artificial Intelligence, Waterloo University, **David Gillman**, Ph.D. Mathematics, Massachusetts Institute of Technology **Gary Kalmanovich**, Ph.D. System Science, University of Chicago **Tania Roy**, Ph.D., Human Centered Computing, Clemson University
Marine Biology	***Jayne Gardiner**, Ph.D., Biology, University of South Florida **Sandra Gilchrist**, Ph.D., Biology, Florida State University **Athena Rycyk**, Ph.D., Biological Oceanography, Florida State University **Gerardo Toro-Farmer**, Ph.D., Ocean Sciences, University of Southern California
Mathematics	***Chris Kottke**, Ph.D., Mathematics, Massachusetts Institute of Technology **Karsten Henckell**, Ph.D., Mathematics, University of California at Berkeley **Patrick McDonald**, Ph.D., Mathematics, Massachusetts Institute of Technology **Eirini Poimenidou**, Ph.D., Mathematics, University of Warwick (UK) **Necmettin Yildirim**, Ph.D., Applied Mathematics, Atakurk University
Natural Sciences	This is an interdisciplinary AOC within the Humanities Division. ***Katie Walstrom**, Ph.D., Biochemistry, Cornell University
Physics	***Donald Colladay**, Ph.D., Physics, Indiana University **George Ruppeiner**, Ph.D., Physics, Duke University **Mariana Sendova**, Ph.D., Applied Physics, Sofia University

Division: **Social Sciences**
Chair: **Barbara Hicks** (link to CV)
Terminal Degree: Ph.D., Political Science, Indiana University
Office Manager: Kristi Fecteau

Program	Supervising Faculty (* = Assessment Contact)
Anthropology	***Erin Dean**, Ph.D., Socio-Cultural Anthropology, University of Arizona **Anthony Andrews**, Ph.D., Anthropology, University of Arizona **Uzi Baram**, Ph.D., Anthropology, University of Massachusetts **Maria Vesperi**, Ph.D., Anthropology, Princeton University
Economics	***Sherry Yu**, Ph.D. in Economics, Boston University **Richard Coe**, Ph.D., Economics University of Michigan **Tracy Collins**, Ph.D., Economics, North Carolina State University **Tarron Khemraj**, Ph.D., Economics, New School for Social Research **Mark Paul**, Ph.D., Economics, University of Massachusetts Amherst
History	***Carrie Benes**, Ph.D., Medieval History University of California at Los Angeles **Brendan Goff**, Ph.D., History, The University of Michigan **David Harvey**, Ph.D., Medieval History University of California at Los Angeles

	Thomas McCarthy, D.Phil., Faculty of History, University of Oxford; L.M.S. magna cum laude, Pontifical Institute of Mediaeval Studies, Toronto, 2009 **Xia Shi**, Ph.D., History, University of California, Irvine
Political Science	***Jack Reilly**, Ph.D., Political Science, University of California, Davis **Frank Alcock**, Ph.D., Political Science, Duke University **Amanda Fidalgo**, Ph.D., Political Science, Penn State University **Keith Fitzgerald**, Ph.D., Political Science, Indiana University **Barbara Hicks**, Ph.D., Political Science, Indiana University
Psychology	***Michelle Barton**, Ph.D., Psychology, Emory University, **Kathleen Casto**, Ph.D., Psychology, Neuroscience and Animal Behavior, Emory University **Peter Cook**, Ph.D., Psychology, University of California Santa Cruz **Catherine Cottrell**, Ph.D., Social Psychology, Arizona State University **Steven Graham**, Ph.D., Social Psychology, Carnegie Mellon University **Heidi Harley**, Ph.D., Psychology, University of Hawaii
Social Sciences	This is an interdisciplinary AOC within the Humanities Division. ***Richard Coe**, Ph.D., Economics University of Michigan
Sociology	***Sarah Hernandez**, Ph.D., Sociology, University of Michigan ***Mecca Zabriske**, Ph.D., Sociology, Northwestern University **David Brain**, Ph.D., Sociology, Harvard **Emily Fairchild**, B. A., Sociology and Psychology, with Honors and Distinction, Purdue University

Interdisciplinary Programs	
Program	Supervising Faculty (* = Assessment Contact)
Biopsychology	***Heidi Harley**, Ph.D., Psychology, University of Hawaii **Peter Cook**, Ph.D., Psychology, University of California Santa Cruz **Elizabeth Leininger**, PhD, Neurobiology and Behavior, Columbia University
Environmental Studies	Director: ***Heidi Harley**, Ph.D., Psychology, University of Hawaii ***Emily Saarinen**, Ph.D., Entomology University of Florida **Frank Alcock**, Ph.D., Political Science, Duke University **David Brain**, Ph.D., Sociology, Harvard **Nicolas Delon**, Ph.D., Philosophy, Université Paris 1 Panthéon-Sorbonne. Served from 2014-17 as Assistant Professor/Faculty Fellow in Environmental Studies and Animal Studies at New York University. **Erika Diaz-Almeyda**, Ph.D., Qualitative Systems Biology, Pennsylvania State University **Brad Oberle**, Ph.D., Biology & Population Biology, Washington University in St. Louis **Mark Paul**, Ph.D., Economics, University of Massachusetts Amherst. Mark is an applied microeconomist working in the areas of inequality, environmental economics, and political economy. His research focuses on understanding causes & consequences of inequality and assessing and designing remedies to address inequality. His work has appeared in places such as The Washington Post, The American Prospect, The Nation, The Atlantic, Vox, Jacobin, and Washington Monthly. Section 3.6.7. of the Faculty Handbook provides information on the Environmental Studies Committee, which is charged with defining the aim and scope of the AOC, discuss and propose graduation requirements, and propose and review the environmental studies curriculum.

Gender Studies	Director: ***Emily Fairchild**, Ph.D., Sociology, Indiana University **Nicholas Clarkson**, Ph.D., Gender Studies, with a minor in Cultural Studies, Indiana University
Intl. & Area Studies	Director: ***Barbara Hicks,** Ph.D., Political Science, Indiana University **Ilaria Giglioli**, Ph.D. Geography, University of California, Berkeley **David Harvey**, Ph.D., Medieval History University of California at Los Angeles **Tarron Khemraj**, Ph.D., Economics, New School for Social Research **Xia Shi**, Ph.D., History, University of California, Irvine Section 3.6.6. of the Faculty Handbook provides information on the International Studies Committee, which is charged with the promotion and coordination of the AOC.
Theater	***Nova Myhill**, Ph.D., Renaissance Literature, UCLA **Diego Villada**, Ph.D., Theatre and Performance Studies, University of Pittsburgh
Special program concentrations	A special program concentration represents a program of study that is developed in consultation between a student and faculty. It requires the endorsement of two faculty. In some cases, where there are limited course offerings at New College that apply to the designated special program, appropriate off-campus work will be required. Working with faculty, students must provide a narrative description of the proposed program, a specific list of all activities that are required for program completion. If the special program is similar to programs offered by other undergraduate institutions, or if it implies preparation for particular graduate or professional programs, the faculty deems it very helpful for the description to relate the program to these other programs

The curricular responsibilities of full-time faculty in each discipline include the monitoring and certification of student progress in fulfilling AOC requirements, as well as the college-wide Liberal Arts Curriculum (General Education) requirements. This is accomplished through regular advising and through the Provisional Area of Concentration Plan. Students must submit this Provisional AOC Plan by the eighth week of their fifth semester with signatures from at least two qualified faculty members in a discipline, and the Thesis Prospectus finalizing the selection of a major, which students submit by the eighth week of their sixth semester with signatures from at least three qualified faculty members [Faculty Handbook 6.15].

Qualified program coordinators (graduate program)

The Data Science program is managed by a Program Director along with two additional faculty members who serve on the Graduate Curriculum Committee (GCC). The GCC is responsible for developing the curriculum, overseeing the delivery of the curriculum, and assessing program effectiveness.

The Director of the Data Science program, Dr. Burcin Bozkaya (replacing the outgoing Director in Fall 2019), is responsible for overseeing the program, its faculty, staff, and students; building relationships with existing and new corporate partners; coordinating the placement of students into practica, managing the program budget, and overseeing student recruitment. As Dr. Bozkaya's curriculum vita indicates, he is highly qualified for the position, with a Ph.D. in Management Science, experience in the MIT Media Lab (conducting big data research on economic models), and experience as a Professor of Business Analytics and Director of the Behavioral Analytics & Visualization Lab at Sabanci University in Istanbul, Turkey.

The Director sits on the Graduate Academic Program Committee, charged with reviewing course content and pedagogy for currency and effectiveness. Working with the other faculty in the program, the Graduate Academic Program Committee produces comprehensive annual assessment and program effectiveness reports [2017-18 Data Science Year End Report].

The following table displays the Director and faculty who coordinate the Master of Science in Data Science program.

Master of Science in Data Science	
Master of Science in Data Science	Director: ***Burcin Bozkaya,** Ph.D., Management Science, University of Alberta, Canada GCC Member: **Gary Kalmanovich**, Ph.D. System Science, University of Chicago GCC Member: **Bernhard Klingenberg**, Ph.D., Statistics, University of Florida **David Gillman**, Ph.D. Mathematics, Massachusetts Institute of Technology **Matt Lepinski**, Ph.D. Computer Science, Massachusetts Institute of Technology **Jack Reilly**, Ph.D., Political Science, University of California, Davis **Tyrone Ryba**, Ph.D., Molecular/ Computational Biology, Florida State University

Conclusion

Through Division Chairs, Interdisciplinary Program Directors, and full-time faculty within each area of concentration, New College of Florida assigns appropriate responsibility for coordination of all its educational programs. Coordination responsibilities are identified in assignment of duties letters.

Supporting Evidence (in order of appearance)
1) Academic Affairs Organizational Chart
2) Section 3.9 of the Faculty Handbook
3) Faculty Handbook 3.4
4) Sample assignment of duties letter for the Chair of the Humanities Division
5) Appointment letter to the Director of the Gender Studies Program
6) Appointment letters to the co-Directors of the Environmental Studies program
7) Appointment letter to the Director of the International Studies program
8) Divisional Office Manager position description
9) 05/14/18 Improvement Plan email notice to faculty
10) BOG Regulation 8.016
11) Sample Academic Learning Compact for Psychology
12) Curriculum Vita: Chair of the Division of Humanities
13) Curriculum Vita: Chair of the Division of Natural Sciences
14) Curriculum Vita: Chair of the Division of Social Sciences
15) Section 3.6.7 of the Faculty Handbook
16) Section 3.6.6 of the Faculty Handbook
17) Provisional Area of Concentration Plan
18) Thesis Prospectus
19) Faculty Handbook 6.15
20) Curriculum Vita: Director of Data Science
21) 2017-18 Data Science Year-End Report

6.3: Faculty appointment and evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) publishes and implements policies regarding the appointment, employment, and annual evaluation of all faculty members (regardless of contract or tenure status) in accordance with Florida law, Florida Board of Governors regulations, and institutional regulations. These policies are published in the NCF Regulation Manual, in the Collective Bargaining Agreement with the United Faculty of Florida, and in the Faculty Handbook. Evidence of the implementation of a representative sample of these policies has been provided.

Policies

Florida Statute 1001.706(6)(a) authorizes the Florida Board of Governors (BOG), or its designee, to establish the personnel program for all employees of a state university. Through BOG regulation 1.001(5)(a), authority to establish a personnel program has been delegated to each university's Board of Trustees (BOT). Under this regulation, the New College of Florida BOT shall establish a personnel program that may include, but is not limited to:

> *..compensation and other conditions of employment, recruitment and selection, non-reappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment.*

Through NCF Regulation 2-2002(3), the NCF BOT delegates to the President the authority to establish and implement policies and procedures to appoint and evaluate personnel. Policies regarding the appointment, employment, and regular evaluation of faculty, regardless of contract or tenure status, are published in NCF regulations, the Faculty Handbook, and in the College's collective bargaining agreement with the United Faculty of Florida.

Institutional policies and procedures regarding faculty appointment, employment, and evaluation, are listed below.

Institutional faculty appointment, employment, and evaluation regulations
Chapter 3 of the NCF Regulations Manual contains the following policies:

a) Appointment
   - 3-4001: Employment Classification
   - 3-4008: Employee Selection and Appointment

b) Employment
   - 3-4002: Conflict of Interest
   - 3-4003: Employee Security Checks and Screenings
   - 3-4004: Employment of Relatives
   - 3-4005: Seeking or Holding Elective Public Office
   - 3-4006: Outside Activity
   - 3-4007: Misconduct
   - 3-4009: Grievances
   - 3-4010: Discipline
   - 3-4017: Reprisals
   - 3-4018: Sexual Discrimination / Harassment
   - 3-4019: Observance of Religious Holidays by College Employees
   - 3-4021: Drug- and Alcohol-Free Workplace
   - 3-4022: Equal Education and Employment Opportunity
   - 3-4023: Payroll
   - 3-4027: Discrimination / Harassment

c) Evaluation
   - 3-4012: Employee Recognition Program
   - 3-4015: Limited-Access Personnel Records

The process to develop or revise faculty appointment, employment, and evaluation policies is articulated in NCF Regulations 1-1003: Regulation Development Process and 1-1005: Regulation Challenge Process.

Collective Bargaining Agreement for faculty appointment, employment, and evaluation policies
The CBA with the New College United Faculty of Florida also provides faculty employment policies:

a) Appointment
   - Article 8: Appointment
   - Article 9: Assignment of Responsibilities

b) Employment
   - Article 12: Retention and Non-Reappointment
   - Article 14: Promotion Procedures and Article 15: Tenure

c) Evaluation
   - Article 10: Employee Performance Evaluations and Reviews
   - Article 11: Evaluation File

Faculty Handbook procedures for faculty appointment, employment, and evaluation policies
Chapters 4 and 5 of the Faculty Handbook provide the following policies:

a) Appointment
   - 4.1.1: Regular, Visiting, and Emeritus Appointment
     - 4.1.1.1: Shared Appointments
     - 4.1.1.2: Interdisciplinary Joint Appointments
   - 4.1.3: Adjunct Faculty Appointments
   - 4.1.4: Recurring Non-tenure earning Appointments
   - 5.2: Recruitment of Faculty and Other Professional Staff
     - 5.2.2: The Search Procedure: Regular Full-time Faculty

- 5.2.3: The Search Procedure: Non-regular Faculty
- 5.2.4: The Search Procedure: Adjunct Faculty

b) Employment
- 4.3: Retention
- 4.4: Promotion
- 4.5: Tenure Procedure
- 4.6: Criteria for Retention, Promotion, and Tenure
- 4.12: Summary of the Retention, Promotion, Tenure Process
- 5.4: Selected Policies and Resources Affecting Faculty

c) Evaluation
- 4.1.1.2: Interdisciplinary Joint Appointments
- 4.1.3.1: Policy on Evaluation of Adjunct and Non-Tenure Faculty
- 4.11: The Faculty Evaluation Process in General

d) Process to revise Faculty Handbook
- 1.2.1: Revision of the Faculty Handbook

Implementation evidence

Sample evidence is provided below to demonstrate consistent implementation of faculty appointment, employment, and evaluation policies to all categories of faculty: tenured, tenure-track, visiting, and adjunct. The *italicized* procedures described in these examples are direct quotes from the policies listed above.

(1) Tenured and tenure-earning faculty

This sample evidence documents the search, hiring, employment, evaluation, and tenure decision for a single faculty member in Political Science.

a) Appointment

New College of Florida is committed to open, competitive, national searches for all regular tenure-earning faculty positions and for all regular executive-level professional positions [Faculty Handbook 5.2]

Evidence that the policy is implemented as written:
- The Provost authorizes the faculty search and forms a search committee of at least three faculty [Search committee members (2013)]
- A job description is developed and published [Job Announcement (2013); Receipt for ad publication (2013)]
- The search committee holds open, public meetings to interview and evaluate candidates [Public Meeting Notice (2013)]
- The search committee invites top candidates to on-campus interviews [Interview Schedule (2013)]

The initial appointment process for regular faculty begins with a recommendation, based on a majority vote from the appropriate Divisional regular faculty and student representatives, to the Provost [Faculty Handbook 4.1.1].

Evidence:

- The search committee completes a faculty hiring report to indicate all search process guidelines were followed and receives hiring approval from the Provost
  [Approval to Hire (2013)]

The precise terms and conditions of appointment are stated in writing and are in the hands of both the appointee and the College before the appointment begins. A specific statement of duties, obligations, and eligibilities accompanies an offer of a visiting appointment [Faculty Handbook 4.1.1].

Evidence:
- The Provost develops an offer letter with the precise terms and conditions of appointment
  [Offer Letter (2013)]

b) Employment and Evaluation

All regular faculty and faculty on annual appointments receive year-end evaluations from the Division Chair. This annual review is stated as an expectation in assignment of duties letters for the Division Chairs. Faculty in tenure-track positions also undergo second- and fourth- year reviews from the Provost Advisory Committee (PAC), an elected committee of six tenured faculty members (two representatives from each division), charged with developing recommendations regarding retention, promotion and tenure.

A regular faculty member's retention is voted upon by his or her Division in February of the third tenure-earning year of service, or in the fourth continuous year in a regular appointment, whichever comes first. The faculty member will be asked to provide to the Division, and the Division asked to review, the personnel record. Ballots shall be composed to require an assessment of quality in the areas of teaching, scholarship and service, as well as a composite assessment of the three areas [Faculty Handbook 4.3]

Evidence:
- 2nd year PAC review (2014-15)
- 3rd year Divisional Retention vote (2016)
- Annual Evaluation (2016-17)
- 4th Year PAC Review (2017)

Tenure-track faculty are normally considered for tenure and promotion during their sixth year of continuous service. To make an informed decision, the tenure decision is based on: (a) a portfolio prepared by the candidate; (b) letters from 3-6 external reviewers asked to assess the candidate's scholarly work; (c) evaluative letters from graduates who have worked with the candidate in two or more academic undertakings; (d) letters of comment from any campus students and employees. Based on this information, faculty within the Division vote by ballot on a recommendation for tenure. The Division Chair also makes a recommendation and forwards it to the PAC, which, in turn, forwards a recommendation to the Provost. The Provost then makes a detailed recommendation to the President, with final action by the Board of Trustees. Tenure procedures are summarized in a document published online entitled, Guidelines for Tenure and Promotion.

Evidence:
- Blank tenure packet
- Tenure Packet and Action Item for Board of Trustees (2018)

Sample denial of tenure

The case of a faculty member who does not receive a positive (three-quarters majority) vote from the Division is reviewed by the PAC. The PAC recommends either retention or non-retention to the Provost. In such cases, at least five votes in favor of retention are required in the PAC in order to override the divisional vote and recommend retention. Otherwise, the PAC will recommend non-retention to the Provost. [Faculty Handbook 4.3]

The following evidence shows annual evaluations leading to a denial of tenure:

- 2nd year PAC review (2012)
- 3rd year divisional retention vote (2013)
- 4th year review notice (2014)
- 4th year review (2014)
- PAC tenure vote (2015), in which the faculty member failed to receive five votes in favor of tenure
- Provost's comments for tenure and promotion (2016)

Sample evaluation of a joint appointment faculty

"Joint appointments" of faculty describe a position shared between an academic Division and an interdisciplinary program. Annual Review: Each division or program will carry out separate annual evaluations of its non-tenured individuals holding joint appointments, just as it does with individuals holding full appointments [Faculty Handbook 4.1.1.2]

Evidence:

- 2016-17 and 2017-18 evaluation letters for Joint Appointment Faculty

(2) Evidence for non-tenure-earning positions:

Recurring, non-tenure earning faculty

a) Appointment

[Non-tenure earning appointments] work under full-time contract, with duties that are limited to classroom teaching and closely related activities such as lab supervision. The qualifications for such positions are the same as those of adjunct faculty. Such faculty may sponsor tutorials, but they may not sponsor contracts. They may serve on baccalaureate committees as the third or fourth committee member, but they may not sponsor senior theses/projects. Such faculty may not serve on standing faculty committees. [Faculty Handbook 4.1.4]

Evidence:

- Visiting Faculty appointment letter

b) Employment and Evaluation

Annual evaluation of such faculty is made by the Division Chair, in consultation with the tenured and tenure-earning faculty in the discipline. Appointments are made for one year on the initiative of the discipline and with the approval of the Division, and are renewable for up to three years. Thereafter, the faculty member occupying the position may be reappointed for three-year terms, upon the recommendation of the Division Chair, the tenured and tenure-earning faculty in the discipline, and a positive vote from his or her Division [Faculty Handbook 4.1.4]

Evidence:

- A 2017 Annual Review of a visiting assistant professor in the Humanities Division shows that the Division Chair conducts annual evaluations in accordance with Faculty Handbook guideline.

- A 2018 review of that same visiting assistant professor provides evidence that the evaluations are completed annually.

Adjunct faculty

a) Appointment

An adjunct faculty member's letter of appointment specifies the course(s) and/or other endeavor(s) to be taught. An adjunct appointment letter is for one semester or less or one January Interterm. Adjunct faculty teach only the activity or activities specified in the appointment letter and do not (unless specified in the letter) offer tutorials, independent reading projects, or the like. Adjunct faculty do not vote in divisional or faculty meetings. They do not sponsor contracts or senior theses/projects. They do not serve on baccalaureate committees except as the third or fourth member when specified in the appointment letter. All such appointments need to be approved by a Division vote [Faculty Handbook 4.1.3]

Evidence:

- A 2018 adjunct faculty appointment letter specifies the two courses to be taught.

b) Employment and Evaluation

The teaching of each adjunct faculty member and each non-tenure track out-of-unit instructor of record will be evaluated in writing by the appropriate Division Chair.

In doing an evaluation, the Division Chair will take into account student evaluations of teaching, course syllabi, and other evidence that the Chair considers relevant. The Chair will discuss the evaluation with the faculty member, and where appropriate, discuss ways to improve his/her teaching effectiveness and course goals. This discussion may take place face-to-face, on the telephone or through e-mail. The faculty member should sign the evaluation, indicating that s/he has read it, and may, if desired, append his/her own comments. The evaluation (with any appended comments) will be entered into the faculty member's permanent file. [Faculty Handbook 4.1.3.1]

Evidence:

- Evaluation letters for an adjunct faculty member in the Division of Natural Sciences for both 2014-15 and 2015-16 demonstrate that the Division Chair conducts annual evaluations in accordance with Faculty Handbook guidelines.

Sample evaluation of instructional staff (Director of Writing; Director of Quantitative Reasoning)

The Director of Writing – a member of the United Faculty of Florida unit and, therefore, a faculty member – is evaluated annually by the Associate Provost (formerly the Dean of Studies).

While the Director of the Quantitative Resource Center is not a member of the United Faculty of Florida and, therefore, is not considered to be faculty, the position does provide regular instruction. Because this position reports up through the Academic Resource Center (through the Library), the Dean of the Library provides annual evaluations.

Evidence:

- 2015 and 2016 evaluations of the of Director of Writing
- 2017 and 2018 evaluations of the Director of the Quantitative Resource Center

Communication of faculty appointment, employment, and evaluation policies

Institutional regulations are posted online and approved, revised, or removed at open, publicly-noticed meetings of the Board of Trustees.

The Faculty Handbook is published online and hard copies are given to new faculty during orientation sessions. The Collective Bargaining Agreement, also published online, requires that print copies are disseminated to all UFF members at the beginning of the 3-year contract period.

All tenured, tenure-track, and visiting faculty (unless on full-time administrative assignment) are members of the collective bargaining unit of the United Faculty of Florida. Copies of the Collective Bargaining Agreement (CBA) are provided to every member of the bargaining unit. All letters of offer to new faculty members include the following statement:

> *At New College of Florida, faculty members are members of the collective bargaining unit. Information pertinent to personnel policies may be found in the [current] BOT/NCUFF Collective Bargaining Agreement, as well as in regulations adopted by New College of Florida and the Florida Board of Governors. New College of Florida regulations are published on the College website. Regulations of the BOG are at [BOG website]. The Collective Bargaining Agreement is available on the New College website [ncf.edu website].*

Student evaluations of instruction

In the sample letters provided as evidence of annual faculty evaluations, the authors of those letters refer to results from student evaluations of instruction. During the final two weeks of classes, the Registrar distributes packets of instructional evaluations for each educational activity. These forms allow students to evaluate the performance of their instructors and the quality of the courses they complete. The evaluations become a part of each faculty member's permanent record and are used in administrative decisions. [Email notices from the Registrar and Associate Provost on student evaluations of instruction]

Instructional evaluations are held by the Division Chairs who review them and use them to inform annual evaluations of each faculty member. Faculty members receive copies of the instructional evaluations after they have submitted all narrative evaluations for students.

Recent sample evidence

Documents from the 2018-19 academic year provides further evidence of the ongoing implementation of faculty appointment, employment, and evaluation policies:

- 07/30/2018: Provost authorizes faculty searches
- 08/28/2018: Provost emails list of search committee members
- 03/04/2019: Screenshot showing publicly noticed search committee meetings

Evaluation of senior leadership

Evidence of the evaluation of senior leadership, including faculty Division Chairs, is provided in response to SACSCOC Principle 5.4 (Qualified Academic Officers).

Conclusion

New College of Florida publishes regulations and policies regarding the appointment, employment, and regular evaluation of faculty in the Faculty Handbook and in the collective bargaining agreement with the United Faculty of Florida. Evidence of the hiring, annual evaluation, promotion, and tenure of a single faculty member in Political Science demonstrates NCF implements these policies. Further evidence has been provided to demonstrate NCF implements its appointment, employment, and evaluation policies for all faculty, including tenured, tenure-earning, non-tenure earning (visiting and adjunct) faculty.

Supporting Evidence (in order of appearance)
1) Florida Statute 1001.706(6)(a)
2) BOG regulation 1.001(5)(a)
3) NCF Regulation 2-2002(3)
4) Faculty Handbook
5) Collective bargaining agreement with the United Faculty of Florida
6) Chapter 3 of the NCF Regulations Manual
7) NCF Regulation 1-1003: Regulation Development Process
8) NCF Regulation 1-1005: Regulation Challenge Process
9) CBA: Article 8: Appointment
10) CBA: Article 9: Assignment of Responsibilities
11) CBA: Article 12: Retention and Non-Reappointment
12) CBA: Article 14: Promotion Procedures and Article 15: Tenure
13) CBA: Article 10: Employee Performance Evaluations and Reviews
14) CBA: Article 11: Evaluation File
15) Chapters 4 and 5 of the Faculty Handbook
16) Faculty Handbook 5.2
17) Search committee members (2013)
18) Job Announcement (2013)
19) Receipt for ad publication (2013)
20) Public Meeting Notice (2013)
21) Interview Schedule (2013)
22) Faculty Handbook 4.1.1
23) Approval to Hire (2013)
24) Faculty Handbook 4.1.1
25) Offer Letter (2013)
26) Assignment of duties letters for the Division Chairs
27) Faculty Handbook 4.3
28) 2nd year PAC review (2014-15)
29) 3rd year Divisional Retention vote (2016)
30) Annual Evaluation (2016-17)
31) 4th Year PAC Review (2017)
32) Guidelines for Tenure and Promotion
33) Blank tenure packet
34) Tenure Packet and Action Item for Board of Trustees (2018)
35) Faculty Handbook 4.3
36) 2nd year PAC review (2012)
37) 3rd year divisional retention vote (2013)
38) 4th year review notice (2014)
39) 4th year review (2014)
40) PAC tenure vote (2015)
41) Provost's comments for tenure and promotion (2016)
42) Faculty Handbook 4.1.1.2
43) Evaluation of Joint Appointment Faculty
44) Faculty Handbook 4.1.4
45) Visiting Faculty appointment letter
46) Faculty Handbook 4.1.4
47) 2017 review of Visiting Assistant Professor in Humanities
48) 2018 review of same Visiting Assistant Professor in Humanities
49) Faculty Handbook 4.1.3

50) Adjunct faculty appointment letter
51) Faculty Handbook 4.1.3.1
52) 2014-15 and 2015-16 adjunct evaluation letters
53) Director of Writing Evaluations: 2015 and 2016
54) Director of the Quantitative Resource Center evaluations: 2017 and 2018
55) Offer Letter CBA Statement
56) Student evaluations of instruction: email notices from Registrar and Associate Provost
57) 07/30/2018: Provost emails list of approved faculty searches
58) 08/28/2018: Provost emails list of search committees
59) Public Notice of Search Committees

6.4: Academic freedom

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) explicitly supports the principles of academic freedom and responsibility through the implementation of its institutional policies and procedures.

Policies and collective bargaining agreements

Florida Board of Governors Regulation 1.001(5)(a) grants the New College of Florida Board of Trustees (BOT) the authority to establish the personnel program for faculty that includes "academic freedom and responsibility."

This authority is reiterated in NCF Regulation 2-1004(4)(a)(10) as the Board of Trustees shall provide for the establishment of the personnel program for all College employees that includes "academic freedom and responsibility."

New College of Florida is subject to collective bargaining and recognizes the United Faculty of Florida (UFF) as the collective bargaining representative of the faculty. The College and UFF have entered into a collective bargaining agreement that includes a statement on Academic Freedom and Responsibility [Article V of the NCBOT-NCUFF Collective Bargaining Agreement] which is identical to the statement provided in section 5.3 of the Faculty Handbook:

> *It is the policy of the Board and the UFF to maintain and encourage full academic freedom. Academic freedom and responsibility are essential to the full development of a true university and apply to teaching, research/creative activities, and assigned service. An employee engaged in such activities shall be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence.*
>
> *Consistent with the exercise of academic responsibility, employees shall have freedom to present and discuss their own academic subjects, frankly and forthrightly, without fear of censorship, and to select instructional materials and evaluate student work in accordance with College and Board policies. Objective and skillful exposition of such subject matter, including the acknowledgment of a variety of scholarly opinions, is the duty of every such employee. Employees shall also be free to engage in scholarly and creative activity and publish the results in a manner consistent with their professional obligations.*
>
> *Academic freedom is accompanied by the corresponding responsibility to:*
>
> 1. *Be forthright and honest in the pursuit and communication of scientific and scholarly knowledge.*
> 2. *Respect students, staff, and colleagues as individuals; treat them in a collegial manner; and avoid any exploitation of such persons for private advantage.*

3. *Respect the integrity of the evaluation process with regard to students, staff, and colleagues, so that it reflects their true merit.*
4. *Refrain from stating that one is an institutional representative unless specifically authorized as such. Employees are encouraged to be sensitive to the potential for personal statements to be misunderstood as the policy of the College and should state explicitly that they are not representing New College of Florida when the possibility of such misunderstanding seems significant.*
5. *Contribute to the effective functioning of the College in fulfilling its educational mission.*

The provisions of the Collective Bargaining Agreement are fully enforceable through a grievance process, with binding arbitration as the final step [NCBOT-NCUFF Collective Bargaining Agreement, Article 20]. The effect of Board-adopted policy statements and procedures being written into the UFF Collective Bargaining Agreement is a strong and formidable guarantee of academic freedom at New College of Florida.

Both the Faculty Handbook and the Collective Bargaining Agreement with the UFF are public documents that require approval from the Board of Trustees. Both are posted to the institutional website, available online to all interested parties.

Other evidence of support for academic freedom

- The New College of Florida *Misconduct* policy [NCF Regulation 3-4007(2)(c)] protects academic freedom by defining misconduct to include "interference with academic freedom."

- The NCF *Information Technology Acceptable Use* policy [NCF Regulation 4-5002] reiterates support for academic freedom by stating, "The College is committed to intellectual and academic freedom, the diversity of values and perspectives inherent in an academic institution, and to applying those freedoms to the use of its computing resources and infrastructure."

- The NCF *Sexual Discrimination / Harassment* policy [NCF Regulation 3-4018(2)(d)] in defining sexual harassment, states, "Sexual harassment does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom or the College's educational mission."

- The NCF *Discrimination / Harassment* policy [NCF Regulation 3-4027(2)(a)] states, "This regulation is not intended to abridge academic freedom or the College's educational mission."

- The Florida Board of Governors *Textbook and Instructional Materials Affordability* regulation [BOG regulation 8.003(1)] calls for efforts to minimize instructional material costs "while maintaining the quality of education and academic freedom."

Example of policy implementation

New College of Florida has had no academic freedom grievances or publicized cases regarding academic freedom. For these reasons, no examples of implementation are available.

Conclusion

By following institutional regulations, collective bargaining agreements, and Florida Board of Governors regulations, New College of Florida explicitly supports the principles of academic freedom and responsibility.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors Regulation 1.001(5)(a) 2) NCF Regulation 2-1004(4)(a)(10) 3) Article V of the NCBOT-NCUFF Collective Bargaining Agreement 4) Section 5.3 of the Faculty Handbook 5) NCBOT-NCUFF Collective Bargaining Agreement, Article 20 6) NCF Regulation 3-4007(2)(c) 7) NCF Regulation 4-5002 8) NCF Regulation 3-4018(2)(d) 9) NCF Regulation 3-4027(2)(a) 10) BOG regulation 8.003(1)

6.5: Faculty development

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

In keeping with its mission to "offer a liberal arts education of the highest quality," in achieving its state-mandated goal [FS § 1004.32] to "challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research," and in aligning with a strategic plan that calls for improvements to both the experience and value of a New College of Florida degree, NCF faculty are expected to be engaged in ongoing professional development as educators, scholars, and members of the community.

Faculty development at NCF

Faculty development at NCF is faculty-driven and administratively supported. The College supports faculty development through funding, as well as facilities, such as the Jane Bancroft Cook Library, the Heiser Natural Science Complex of classrooms and laboratories; and the Caples Arts Complex with its art studios, digital laboratory, and practice and performance spaces. Faculty development is also supported through instructional and research support from the offices of Information Technology, Educational Technology Services, the Writing Resource Center, and the Quantitative Resource Center, as well as programs offered through the Office of Research Programs & Services and the Office of the Provost to support faculty research and professional activities.

Faculty are reminded of the expectation for professional development in the assignment of duties letters they receive each term:

> *To assure scholarly growth, you are under special obligation to improve your mastery of your discipline, to keep up with new trends and developments in your field, and to incorporate your new findings in your teaching as appropriate. Original scholarly research, contributions to learned journals, creative works in print, performance or display, securing grants, and presenting papers at professional meetings are among the most visible means of demonstrating such growth.* [Sample Assignment of Duties letters from Fall 2017]

At the end of every academic year, all regular faculty submit an online Faculty Annual Activity Report (FAAR) listing their accomplishments in the areas of:

- **Creative activities**: publication of creative works, professional performances in the performing arts, criticism of creative work, exhibition of works of art
- **Publications**: publication of articles in refereed journals, publication of books, publication in non-refereed journals, citation of work as it pertains to the work's significance to the field, technical reports, editions or translations, book reviews in professional publications, invited articles in journals, refereed papers and posters presented at professional meetings

- **Teaching**: development of new courses and enhancement of existing ones, pedagogical publications, campus lectures, invited lectures or presentations at other institutions, public research presentations for a general audience
- **Other**: grant proposals submitted and awarded, service at institutional, local, regional, and national levels; attendance at professional meetings, official duties in professional organizations, participation in professional seminars or symposia

The FAAR forms the basis for the division chairs' annual letters of evaluation and, with other supporting materials, is important documentation of ongoing professional development. Information from the FAAR forms are aggregated and displayed in a Faculty Development dashboard [FAAR dashboard screenshot]. This dashboard shows, for example, that faculty engaged in 2364 professional development activities from 2009-2017 (equating, roughly, to 3 activities per faculty member per year).

Resources for professional development

Start-up Funds and Orientation

To help newly hired faculty establish their courses and continue their research, New College of Florida awards start-up funds. The following table displays start-up funding for new faculty hired from 2016-18:

Starting Year	# of faculty hired	total start-up funds	start-up funds per faculty
2016-17	5	$84,100	$16,820
2017-18	3	$105,000	$35,000
2018-19	17	$800,500	$47,088

As described in the offer letter, these start-up funds are offered to support faculty starting their research agendas at New College of Florida [Sample Offer Letter].

The development of new faculty is also supported through an orientation and mentoring program [Sample Mentoring Activity from August 2018]. As stated in the offer letters, new faculty are expected to participate in the orientation and mentoring program throughout the first few years of the appointment [Sample Offer Letter].

Standard Professional Development Funding

Each full-time faculty member is eligible to spend up to $1800 per academic year toward professional development expenses (this was increased from $1300 per year in 2018, as evidenced by a December 11, 2018 Academic Affairs Funding email from Provost Feldman. These funds, as explained in the Offer Letter are used for travel, professional dues, and journal subscriptions in accordance with state regulations.

Summer Faculty Development Support

As the 2018 and 2019 Summer Faculty Development Support notices from the Provost show, all regular faculty are eligible to apply for summer faculty development support funds. New faculty may be awarded summer Faculty Development funds, too [Sample Offer Letter]. These funds are intended to support projects that lead to curricular enhancement, the development of new courses, scholarly research and publication, artistic work, and improvement of teaching, research or leadership skills.

The following table displays the total Summer Faculty Development funding from the state and the New College of Florida Foundation from 2015-18:

Summer	State Funds	Foundation Funds	Totals
2015	$120.0k	$28.7k	$148.7k
2016	$135.0k	$78.0k	$213.0k
2017	$110.5k	$72.0k	$182.5k
2018	$120.0k	$45.6k	$165.6k

Research reports from two faculty who were awarded summer development funding in 2018 demonstrate the outcomes of this funding.

Professional Development Leave

Article 22 of the UFF Collective Bargaining Agreement outlines requirements and processes for non-teaching employees in the faculty unit to take professional development leave. All non-tenured and non-tenure-track full-time faculty with three or more years of experience are eligible to apply for 8-weeks (at full pay) or 16-weeks (at half pay) of professional development. That same article describes processes related to job-required study leave, job-related study leave.

The Collective Bargaining Agreement also describes processes for sabbaticals and research assignments. As explained in Section 4.7 of the Faculty Handbook (which mirrors Article 23 of the UFF Collective Bargaining Agreement), the faculty of New College of Florida agree that:

> *To assure scholarly growth, we are under special obligation to improve our mastery of our disciplines and to keep up with new trends and developments in our fields. It is understood that we should incorporate our new findings in our teaching as appropriate. Original scholarly research, contributions to learned journals, creative works in print, performance, or display, and presenting papers at professional meetings are among the most visible means of demonstrating such scholarly growth the faculty.*
>
> *To accomplish these aims, New College should ideally follow the generally accepted academic custom on sabbaticals; upon completion of 6 years of full-time service, faculty members should receive a one-semester sabbatical with full pay. Funds for replacing faculty members on sabbaticals should be provided. Current economic conditions prevent the implementation of a fully funded sabbatical program at New College. Since the faculty consider time away from regular teaching duties an absolute necessity for all faculty members, the College has instituted a program of assigned research, to be sustained by limited funding for adjunct replacements and by mutual cooperation among the faculty.*

New College follows these customs: Upon completion of six years of full-time service, all regular faculty members are eligible to apply for a full-time research assignment for one semester. Additionally, all pre-tenured faculty earn one semester of assigned research at full pay following a positive third year retention vote. Faculty also have an option to take an 8-week assigned research leave at full pay following three years of full-time service.

The following table displays the number of faculty on assigned research leave each term from 2014-18:

Academic Year	Fall	Spring
2014-15	3: semester-leave 1: 8-week leave	2: semester-leave 0: 8-week leave
2015-16	4: semester-leave 0: 8-week leave	2: semester-leave 3: 8-week leave
2016-17	8: semester-leave 3: 8-week leave	2: semester-leave 2: 8-week leave
2017-18	4: semester-leave 3: 8-week leave	6: semester-leave 2: 8-week leave
2018-19	5: semester-leave 0: 8-week leave	2: semester-leave 0: 8-week leave

As an example of the research leave process, Dr. Miriam Wallace, Professor of English, proposed a one-semester leave in Fall of 2013. Dr. Wallace submitted a Research Leave Proposal to the Chair of the Humanities Division, detailing the purpose and goals of the leave. After the assigned leave, Dr. Wallace provided an Assigned Research Report which demonstrates that the goals of the research leave were accomplished. Assigned Research Reports are collected by Division Chairs and submitted to the Office of the Provost each year.

Office of Research Programming and Services

Since external research grants and off-campus workshops and seminars are essential components of professional development, the Office of Research Programming and Services (ORPS) disseminates information about, and provides support for, external funding opportunities. ORPS assists faculty with all aspects of the grant application process, negotiates contracts, and provides logistical support once grants are awarded.

The Proposal Clearance Form provides evidence of the type of support ORPS provides as faculty seek external research funding.

Lists of faculty, staff, and students who were assisted by ORPS in securing research and project funding are provided in regular reports from the ORPS Director [sample 2016-18 emails from the ORPS Director].

Working with the Provost's Office, ORPS also coordinates seed grants for *Collaborative Teaching and Research* projects. As the 2018-19 call for seed grant proposals indicates, these grants are awarded to teams of faculty to develop innovative teaching models, curricula, and research. An award letter, proposal, and syllabus for a History of Global Capitalism course demonstrate how this funding was used to encourage collaborative instruction and faculty development.

Library

The resources of the Jane Bancroft Cook Library at New College — described in detail in response to SACSCOC Principle 11.1 — also support faculty professional development. Faculty members are given

annual allocations for books and media acquisitions to support teaching and research in their disciplines, as well as support for ongoing research projects.

Other Faculty Development

- Writing Resource Center
  Additional faculty development comes in the form of support for the improvement of pedagogy, curriculum, and assessment.

  The Writing Resource Center supports faculty in the development of Writing Plans, in which faculty work to create customized, discipline-specific plans to improve and assess student writing. The Writing Resource Center has the resources to work with three areas of concentration (disciplinary programs) at a time to complete the 2-year Writing Plan development cycle. An example Writing Plan for Music demonstrates how this process develops faculty assessment, curricular design, and pedagogical skills.

  The Writing Resource Center also provides Faculty Writing Retreats [Summer 2018 schedule] to help faculty continue to develop their writing skills and a Thesis Guide that explains how faculty can use the Writing Resource Center to assist students during the thesis writing process. This is supplemented by online resources dedicated to training faculty to develop student writing skills in Writing Enhanced Courses.

- Assessment
  The Office of Institutional Research and Assessment provides ongoing opportunities for faculty to develop their classroom and program assessment skills. This work led to the development of Academic Learning Compacts, curriculum maps, curricular pathways, annual Effectiveness Reports, and AOC Improvement Plans (all discussed in response to SACSCOC Principle 8.2a).

- Educational Technology Services (ETS)
  NCF also offers educational technology services to faculty. As a Spring 2019 flyer demonstrates, ETS staff offered 18 workshops to help faculty maximize usage of the learning management system and to increase productivity in software applications. Beginning in late 2018, ETS staff have also regularly offered a *Monday Minute* video series and *Wednesday Workshop* series to develop educational technology skills of faculty.

National Center for Faculty Development & Diversity (NCFDD)
As communicated to faculty in a memo from the Director of Research Programs & Services and Faculty Development, NCF joined the NCFDD in Fall 2018. Through this membership, faculty gain access to a variety of virtual programming and resources for faculty career development and mentoring.

Summer 2019 initiatives
The Office of the Provost offered two summer workshops for faculty in 2019. One workshop focused on advising, with presentations and discussions on how faculty advising intersects with financial aid, wellness, residential life, diversity and inclusion, library, writing, and student success. The second workshop, led by faculty, facilitated conversations among faculty about the principles of narrative evaluations and approaches to writing them.

Conclusion

Through start-up funds for new faculty, professional development funds for all faculty, and opportunities for additional professional development support through summer development funds, professional development leave, and seed grants, New College of Florida provides ongoing professional development to faculty as teachers, scholars, and practitioners to support the institutional mission.

Supporting Evidence (in order of appearance)
1) NCF mission webpage
2) FS § 1004.32
3) NCF 2018-28 Strategic Plan
4) Sample Assignment of Duties letters from Fall 2017
5) FAAR dashboard screenshot
6) Sample Offer Letter
7) Sample Mentoring Activity from August 2018
8) Sample Offer Letter
9) December 11, 2018 Academic Affairs Funding email from Provost Feldman
10) Offer Letter
11) 2018 Summer Faculty Development Support notice from the Provost
12) Sample Offer Letter
13) Research reports from two faculty who were awarded summer development funding in 2018
14) Article 22 of the UFF Collective Bargaining Agreement
15) Section 4.7 of the Faculty Handbook
16) Research Leave Proposal
17) Assigned Research Report
18) Proposal Clearance Form
19) 2016-18 emails from the ORPS Director
20) 2018-19 call for seed grant proposals
21) Award letter, proposal, and syllabus for a History of Global Capitalism course
22) Writing Plan for Music
23) Summer 2018 schedule
24) Thesis Guide
25) Online resources dedicated to training faculty to develop student writing skills in Writing Enhanced Courses
26) ETS Summer Flyer
27) ETS Monday Minute and Wednesday Workshop series
28) NCFDD Memo from Director of Research Programs & Services and Faculty Development
29) Two summer workshops for faculty in 2019

Section 7: Institutional Planning

7.1: Institutional Planning [CR]

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida is committed to continuous improvement, building ongoing planning and evaluation processes into regular operations. As part of the Florida State University System (SUS), the College's planning processes exist in an iterative framework, where the SUS Board of Governors (BOG) sets long-term goals for member universities and shapes their plans and goals. Those member institutions, in turn, conduct planning that informs the BOG's process. At both levels, accountability plans ensure goals are met. This iterative framework will be presented in an illustrative diagram.

Through the BOG's annual Accountability Plans and Performance Metrics, New College of Florida documents comprehensive short-term institutional planning and evaluation. The College documents its long-term planning and evaluation primarily through the comprehensive institutional strategic plan and other major institutional plans (e.g., Strategic Enrollment Management Plan, Growth Plan, Campus Master Plan). These planning and evaluation processes result in actionable data that lead to performance improvement and further planning.

Planning and evaluation environment in the Florida State University System (SUS)

Short- and long-term planning procedures

New College of Florida's planning and evaluation processes are grounded in state law and regulations adopted by the Florida Board of Governors (BOG). As articulated in state statutes, the Florida Board of Governors, or its designee, is responsible for adopting strategic plans for the State University System, adopting strategic plans for constituent universities, and ensuring the well-planned coordination and operation of the State University System [F.S. § 1001.705(2)(c, g)].

This coordination of *system-wide* and *university-specific* planning and evaluation activities is primarily accomplished via two ongoing processes:

1. Strategic Planning (long-term planning and evaluation)
   The BOG develops a strategic plan [2025 System Strategic Plan] specifying goals and objectives for the State University System and each constituent university. The strategic plan specifies each university's contribution to overall system goals, performance metrics common to all institutions, and performance metrics unique to each university's mission [F.S. § 1001.706(5)(b)]. Each university's Board of Trustees is responsible for adopting a strategic plan in alignment with the systemwide plan and submitting that institutional plan to the BOG for approval [BOG regulation 1.001(3)(c)].

2. Accountability Planning (annual planning and evaluation)

   The BOG is tasked with the implementation of an accountability process that provides for the systematic, ongoing evaluation of quality and effectiveness of state universities while recognizing the differing missions of each state university [F.S. § 1008.46]. To do this, the BOG develops an annual accountability plan for the State University System [2018 SUS Accountability Plan] that addresses institutional and system achievement of goals and objectives specified in the strategic plan [F.S. § 1001.706(5)(c)].

   This system-wide plan is based on annual accountability plans submitted by each university to the BOG for approval [2018 NCF Accountability Plan]. These institution-specific annual accountability plans reflect each university's distinctive mission and include [BOG Regulation 2.002]:

   a. Mission and vision statements
   b. Strengths, weaknesses, opportunities, challenges, priorities for the next three years
   c. Key achievements by students, faculty, academic programs, and research
   d. Actual and projected performance on key indicators from the SUS Strategic Plan
   e. Additional metric goals and projections based on the university's own strategic plan

   Note that prior to 2018, the current Accountability Planning system was separated into two separate documents: an Accountability Report (focused on past performance) and a Work Plan (focused on prospective goals). At the January 2018 BOG Strategic Planning Committee meeting, the BOG determined that annual planning and evaluation activities would be more effective if planning and evaluation activities were captured in a single document, the Accountability Plan.

Through these processes, the annual accountability plans and longer-term strategic plans developed by New College of Florida are in alignment with system-wide plans developed by the Board of Governors.

Linking planning and evaluation to budgeting and decision-making at the state level

The Board of Governors uses two annual processes to link the annual accountability and strategic planning processes to decision-making and budgeting:

1. Legislative Budget Requests (LBR)

   In Spring of each year, the Board of Governors disseminates Guidelines and Instructions detailing how universities can participate in the Legislative Budget Request process to request state funds for the subsequent academic year. The Guidelines articulate priorities established by the BOG based on the system-wide strategic and accountability plans. For example, the 2018-19 LBR Guidelines explain that requests related to plant operations and maintenance, performance funding, fire safety inspections, and campus health, safety, and security will be prioritized. The Guidelines also express that requests linked to university strategic plans will be prioritized.

   Before the start of the legislative session, the Board of Governors reviews the LBRs submitted by each university [08/31/2017 BOG minutes] and submits a prioritized list of State University System requests to the Florida legislature [2017-18, 2018-19, and 2019-20 SUS Appropriations Request Summaries]. In March, the Florida Legislature considers the LBRs (along with the budget presented by the Governor) in adopting an appropriations bill. The Governor typically signs the General Appropriations Bill into law in June.

2. Performance-Based Funding

Through its Performance-Based Funding system, the Board of Governors further links institutional planning and evaluation processes to budgetary decisions. Established in 2014, the BOG's Performance Funding system now sets aside $560 million in funding (as of 2018-19) to be awarded to state universities based on their performance and improvement on ten performance metrics (listed as of 2018-19):

1. Percent of Bachelor's graduates employed full-time (earning $25,000+) or continuing their education one year after graduation
2. Median wages of Bachelor's graduates employed full-time one year after graduation
3. Cost to the student: net tuition and fees per 120 credit hours
4. Four-year graduation rate for first-time-in-college students
5. Academic progress rate (first-to-second year retention rate)
6. Bachelor's degrees awarded within programs of strategic emphasis
7. University access rate (percent of undergraduate students who receive Pell Grants)
8. Percent of first-year students in the top 10% of their high school class (for NCF)
   Percent of graduate degrees in areas of strategic emphasis (all schools except NCF)
9. BOG Choice: Percent of baccalaureate degrees awarded without excess hours
10. NCF BOT Choice metric: Percent of undergraduate seniors participating in a research course

As explained in the Performance Funding Model Overview, Performance-Based Funding (PBF) metrics were designed to align with the system-wide strategic plan goals while acknowledging the unique mission of each state university. For that reason, eight of the ten metrics are common to all universities, while two metrics (metrics #8 and #10) are unique to New College of Florida.

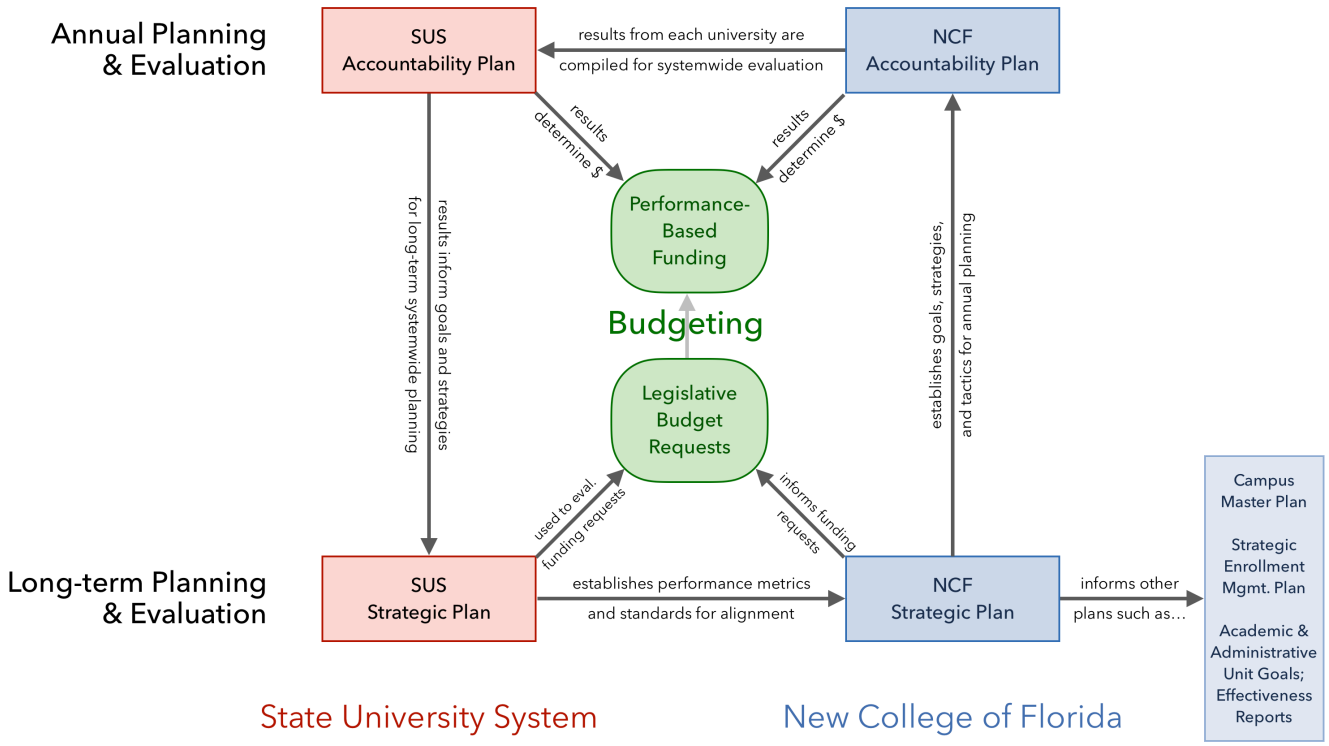
The PBF model includes funds appropriated by the Legislature and Governor (specifically for performance funding), as well as funds reallocated from each state university's base budget. Under the current PBF model, universities meeting a baseline level of performance on these metrics are allocated funds from their base budget. Then, depending on the relative performance of all state universities, each university may earn additional performance funds appropriated by the Legislature. In this way, the evaluation of institutional performance on strategic planning goals is tied directly to budgeting decisions at the state level.

The Performance-Based Funding metrics are discussed in more detail in response to SACSCOC Principle 8.1: Student Achievement.

Alignment of State and Institutional Planning, Evaluation, and Budgeting Processes

The following diagram summarizes the alignment of the system-wide and institutional planning, evaluation, and decision-making processes discussed above.

Planning and Evaluation Activity Alignment



Counter-clockwise from the bottom-left:

- The system-wide SUS Strategic Plan establishes performance metrics and standards to which the New College of Florida Strategic Plan must align.

- The NCF Strategic Plan, in turn, informs the development of other institutional plans (such as the Campus Master Plan, Strategic Enrollment Management Plan, and academic and administrative unit goals and effectiveness reports).

- The NCF Strategic Plan also establishes long-term goals, strategies, and tactics that are documented in annual accountability plans. Each year, the Board of Governors compiles the accountability plans into a system-wide SUS Accountability Plan.

- In evaluating the performance of the entire system each year, the Board of Governors uses these SUS Accountability Plans to inform the development of the subsequent SUS Strategic Plan.

The diagram also displays how state budgeting is tied to planning and evaluation activities:

- Each year, New College of Florida submits a Legislative Budget Request (LBR) based on strategies and goals articulated in the NCF Strategic Plan.

- Performance-Based funds are also allocated to New College of Florida based on our institutional performance (on metrics reported in the NCF Accountability Plan) and the relative performance of other state universities (as reported in the SUS Accountability Plan).

The remainder of this narrative will focus on the institutional planning, evaluation, and decision-making processes of New College of Florida.

Long-term planning and evaluation and New College of Florida

a) New College of Florida Comprehensive Plans (2002-28)
Since becoming the eleventh member of the Florida State University System in 2001, New College of Florida has operated under five comprehensive plans:

1. 2002-05 Institutional Plan (implemented until 2007)
2. Strategic Plan for New College of Florida 2008-18: Enhancing Student Learning
3. Four-Year Plan for New College of Florida 2013-17
4. New College Plan for Growth (to be implemented from 2017-20)
5. Cultivating Curiosity, Unleashing Potential. The Plan for New College of Florida 2018-28

Each of these plans is described below, with a focus on the most recent plans.

1. 2002-05 Institutional Plan
   This plan, described in NCF's 2008 Compliance Certification Report, guided NCF's operations from 2002-07 by setting (and outlining tactics to achieve) comprehensive institutional goals for:
   - enrollment (e.g., increasing enrollment by 166 students)
   - staffing (e.g., maintaining an 11:1 student-faculty ratio)
   - curriculum (e.g., strengthening the environmental studies program)
   - operations (e.g., developing software for electronic submission of narrative evaluations)
   - physical facilities (e.g., constructing new residence halls), and student success (e.g., improving retention and graduation rates).

   As a 2007 Report on the Institutional Plan indicates, 22 of the 34 goals set in the plan were fully realized (with another 11 partially realized). One goal – the renovation of the Pei Residence Hall Complex – was unrealized for lack of funding.

   Because NCF was involved in a Campus Master Planning process until 2005-06, the 2002-05 Institutional Plan was implemented until 2007. The Campus Master Plan is briefly described later in this section.

2. Strategic Plan for New College of Florida 2008-18: Enhancing Student Learning
   Also described in New College of Florida's 2008 Compliance Certification Report, the Provost led the development of a new strategic plan in 2007-08 by performing a systematic review of the institution's mission, guiding principles, academic program, and outcomes. Built through broad stakeholder involvement and two years of consensus-building among students, faculty, and staff, the 2008-18 Strategic Plan was approved by the Board of Trustees in March 2008.

   The 2008-18 Strategic Plan synthesized two other institutional plans created at that time: the 2008-18 Academic Master Plan (which set a vision for the future of the academic program of the College), and the 2005-06 Campus Master Plan (which focused on designing the physical infrastructure in which the College could fulfill its mission). Through this synthesis, the plan articulated eight strategic goals focused on enhancing student learning over the next decade. The plan also identified 32 sub-goals (with timelines and associated costs) that would form strategies to achieve the eight strategic goals.

   Unfortunately, the plan's implementation coincided with the start of the Great Recession. While a lack of funding made implementation difficult, the plan did still guide institutional operations for the next several years. In 2017, as the College began preparations for the development of a new strategic plan, the Director of Institutional Performance Assessment worked with the Office of Academic Affairs to

evaluate institutional attainment of the 32 sub-goals articulated in the 2008-18 Strategic Plan. Of the 32 Plan sub-goals, 9 were fully realized and the remaining 23 were partially realized.

3. Four-Year Plan for New College of Florida 2013-17

   Dr. Donal O'Shea was appointed President of New College of Florida five years into the 2008-18 Strategic Plan. In 2013, Dr. O'Shea led the development of the *Four-Year Plan for New College of Florida 2013-17*. This plan, iteratively developed in the summer of 2013 by two committees of trustees, faculty, and staff, was approved by the NCF Board of Trustees in November 2013.

   As minutes from the November 2013 Board of Trustees meeting indicate, the Four-Year Plan had been created because the 2008-18 plan had "been rendered outdated by economic circumstances." The new Four-Year Plan set a financial model that would allow New College to achieve a set of re-prioritized goals related to:
   - academic excellence (e.g., enhancing faculty development)
   - admissions (e.g., recruiting more international students)
   - student success (e.g., improving retention, career preparation development)
   - campus climate (e.g., maximizing diversity), and
   - residential life (e.g., workshops for first-year students).

   The Plan also described how state appropriations, tuition revenue (through enrollment growth and diversification), and gifts could fund tactics to achieve those goals.

   In 2017, as preparations began for the development of a new strategic plan, the Director of Institutional Performance Assessment worked with the Office of Academic Affairs to evaluate institutional attainment of the goals articulated in the Four-Year Plan. Of the 27 sub-goals, 9 were fully realized, 17 were partially realized, and 1 was not achieved. Note that this plan led directly to the development of the CEO (Center for Career Engagement and Opportunity) and the Master of Science in Data Science program.

4. 2016 New College of Florida Growth Proposal

   In June 2016, as the NCF President and Provost were presenting an annual work plan, the Florida Board of Governors asked how New College could transform from a top-ranked public liberal arts college into a truly exceptional, national institution. Specifically, the BOG wanted to know what it would take for NCF to increase its four-year graduation rate to match those of the top private liberal arts colleges [June 2016 Board of Governors Strategic Planning Committee meeting minutes]. The answer was that in order to reach its full potential, New College needed to grow. Based on that answer, the BOG asked New College to develop initiatives and identify associated resources necessary to increase its student enrollment to 1,200 students.

   That summer, NCF leadership, faculty, and staff enthusiastically worked to develop a plan to increase student enrollment and improve four-year graduation rates. While the plan needed to be developed quickly, a wide range of stakeholders provided input into the plan. Sample evidence of this includes:

   - NCF leadership met in early July to share ideas and develop outlines for the plan [07/05/2016 notes from the Provost]. The President also met with the Faculty Planning and Budget Committee and Academic Advisory Committee to gather input [07/10/2016 email scheduling leadership meeting].

   - The President met with faculty in July to discuss the development of the growth plan [07/19/2016 notes from the President's Information Meeting].

- In July, Board of Governors staff visited campus to further explore what resources would be needed for New College to attain its goals [07/19/2016 email from the BOG Vice Chancellor for Academic and Student Affairs]. Prior to this meeting, BOG staff sent a list of more than 50 questions they would like to have answered [07/22/2016 Board of Governors Staff Questions for NCF].

- Also, in July, the President updated the Board of Trustees on the BOG request for a comprehensive growth plan. Board of Governors staff visited campus to further explore what resources would be needed for New College to attain its goals [07/26/2016 minutes from BOT meeting].

- Administrators worked with their staff to develop comprehensive lists of resources that would be needed in order to serve 1,200 students. As the 07/21/2016 Compilation of Needs to Grow to 1200 Students document shows, the list was comprehensive (representing the needs of Enrollment Services, IT, Student Affairs, Communications and Marketing, the Foundation, Finance and Administration, and Academic Affairs).

- Faculty held special meetings in August to set a vision for – and identify values that should guide – growth [08/03/2016 email].

- Throughout the summer, the President and his direct reports shared iterative drafts of an outline for the growth plan [07/26/2016 New College and Growth, 09/19/2016 outline].

- In September of 2016, members of the Board of Governors convened a meeting at New College of Florida to discuss resources needed to improve student retention and to grow to 1200 students. As a result of this meeting [09/22/2016 BOG meeting minutes], the Governors again requested the College to draft a proposal for achieving these goals.

This work resulted in the New College Growth Proposal, approved unanimously by the Board of Trustees [10/29/2016 BOT meeting minutes] and the Board of Governors (who prioritized this in their Legislative Budget Request) [11/3/2016 BOG meeting minutes].

While the Growth Proposal was approved by November, the Legislature did not appropriate funds until July 1, 2017. In the meantime, the College continued to work to ensure all stakeholders had a hand in planning the implementation of the Growth Plan. For example, a Provost's Report from February 7, 2017 describes visioning sessions held by faculty and a faculty-led effort to benchmark growth against comparable institutions. As another example, faculty led an online-streamed design charrette over four days [03/23/2017 email agenda] to create a vision and make plans for a multi-use facilities project that was included in the Growth Plan [Report on Design Charrette]. This charrette included input from faculty, staff, and Trustees.

The New College Growth Proposal clearly represents the result of a comprehensive, integrated, research-based planning and evaluation process that focused on institutional effectiveness and incorporated a systematic review of institutional goals and outcomes consistent with the NCF mission.

As the introductory narrative to the plan shows, the plan was focused on institutional effectiveness (benchmarked against other liberal arts institutions in the areas of four-year graduation rates, percentage of students who go on to earn doctoral degrees, the percentage of students awarded prestigious fellowships, and degree cost). This slide taken from the Growth Plan presentation to the Board of Governors demonstrates how effectiveness was benchmarked against similar institutions in order to set attainable yet aspirational goals.

The Growth Plan is comprehensive in that it addresses resource needs and integrates tactics related to academic excellence, student development, and infrastructure. Within each of these three main categories, the Growth Plan identifies benchmarks (tasks to be accomplished), a timeline by which to achieve each benchmark, and resources needed to achieve each benchmark (including staffing needs and funding). The Plan also links achievement of the benchmarks to institutional goals set by the NCF Board of Trustees and Florida Board of Governors. The sheer size of the resources requested for this plan – roughly $11 million in recurring funding, 100 faculty and staff positions, and more than $40 million in funding for a multi-use facility project – provide evidence that the Growth Plan is a comprehensive plan for NCF.

At this moment (April 2019), the Florida Legislature has appropriated all the recurring funding requested for the first two years of the Growth Plan. Once the funding was received, funds were allocated to offices on campus in accordance with the Growth Plan. To ensure funds were allocated as planned, a detailed online spreadsheet tracked the use of "growth funds." The link among planning, evaluation, and budgeting will be discussed later in this section.

To show a return on investment to the state, New College of Florida has provided quarterly implementation updates to the Governor and annual update presentations to the Board of Governors. As the quarterly reports [2017 Quarterly Growth Proposal Reports] and BOG presentations [11/2017 BOG Presentation; 09/2018 BOG Presentation] show, New College tracks and reports on the accomplishment of all the benchmark tasks articulated in the Growth Plan. Those quarterly reports also document faculty and staff hiring decisions made as a result of the planning and evaluation activities of the Growth Plan.

5. *2018-28 New College of Florida Strategic Plan: Cultivating Curiosity, Unleashing Potential*
While the Growth Plan established how the College would allocate resources to achieve growth, it did not replace the need for a comprehensive institutional strategic plan that would include a review of the mission, guiding values, and vision of New College. As the 2017-18 academic year began, New College leadership decided to develop a strategic plan to supplant the plan that was scheduled to end in 2018.

Fortunately, the NCF Board of Trustees includes a member who is an expert on strategic planning. Trustee John Lilly – formerly a senior executive with Proctor and Gamble, CEO of Pillsbury, and founder of a consultancy for early-stage companies and for teaching corporations to plan – agreed to help New College develop a model that would guide the College's planning activities.

In September 2017, Trustee Lilly introduced the 5Q1P (Five Questions, One Page) model for strategic planning to the Board of Trustees and NCF leadership. The BOT agreed to use this planning model and recognized Provost Feldman as leading the development of the next NCF Strategic Plan.

Provost Feldman put together a strategic planning steering committee, consisting of three faculty members (one from each academic division) and three staff members. This steering committee met that fall and winter to develop planning resources, review previous planning documents, and coordinate efforts to use the 5Q1P planning model.

The process to develop the strategic plan was systematic and comprehensive, encouraging the involvement of New College faculty, staff, and Trustees. The following table summarizes evidence indicating the comprehensive nature of the planning process:

Group	Evidence
Strategic Planning Committee	A steering committee of three faculty and three staff members met eight times (from July 10, 2017 through May 4, 2018) to guide the planning process. The committee drafted a Mission Survey in December 2017 to gauge faculty and staff support for the College's mission, vision, and values. Results indicated faculty and staff supported the mission but wanted a more clear, concise, and memorable statement. This led to the development of a "why" statement of the strategic plan. The steering committee also reviewed previous planning documents and NCF's performance on key metrics identified in its Accountability Plans. This led to the development of key performance indicators in the strategic plan. The committee created a shared drive of planning resources [screenshot of shared strategic planning resources], along with the Mission survey and drafts of the plan.
Trustees	September 2017: Trustee Lilly introduces the 5Q1P approach to strategic planning. The BOT agree on ground rules for the strategic planning process, establishing the Provost as leading the development of the plan [09/19/2017 BOT Strategic Planning Committee meeting minutes]. January 2018: Trustee Lilly leads a discussion of the planning process [01/17/2018 BOT meeting minutes]. March 2018: Provost Feldman presents an update on the planning process to the BOT, discussing how faculty will become more involved in the planning process [03/03/2018 BOT Strategic Planning Committee minutes]. June 2018: The BOT Ad Hoc Committee on Governance discussed how it could help with the strategic planning process [06/07/2018 minutes]. Trustee Lilly provides an update on the planning process, noting that he would step back from his role as a consultant as the College President and Provost complete the plan [06/09/2018 BOT Strategic Planning Committee minutes]. Jul 2018: The BOT Ad Hoc Governance and BOT Strategic Planning Committees held a joint meeting to discuss updated on the plan [07/17/2018 Joint Committee meeting minutes]. August 2018: After hearing feedback from the more than 20 meetings held with faculty and staff, trustees provided suggestions for improving the plan [08/13/2018 BOT Strategic Planning Committee minutes]. September 2018: Provost Feldman presented a near-final draft of the Strategic Plan, highlighting the answers to the five key questions of the plan [09/8/2018 BOT Strategic Planning Committee meeting notes]. October 2018: The BOT unanimously votes to adopt the 2018-29 New College of Florida Strategic Plan: Cultivate Curiosity, Unleash Potential. [10/20/2018 BOT minutes]
Staff	July - August of 2018: Staff feedback sessions Foundation – 07/11/2018 Communications & Marketing – 07/20/2018 Enrollment Services – 07/23/2018 Finance & Administration – 07/26/2018 Academic Affairs Staff – 08/01/2018 Student Affairs – 08/03/2018 [Combined notes from all faculty and staff feedback sessions] The President and his cabinet discussed strategic planning throughout 2017-18 and 2018-19.
Faculty	November 2017: Faculty hold a visioning session to discuss the Liberal Arts Curriculum [11/15/2017 Faculty Visioning Notes]. May 2018: Strategic planning lunches with faculty [04/30/2018 email notice]. July 2018: Academic Advisory Council [07/26/2018 AAC minutes]. August 2018: Faculty feedback sessions (Combined notes from August 2018 faculty and staff feedback sessions] and Town Hall discussion of strategic planning [08/28/2018 notice].

On October 20, 2018, the NCF Board of Trustees voted to adopt *Cultivating Curiosity, Unleashing Potential: The Plan for New College of Florida 2018-28* [10/20/2018 BOT meeting minutes]. One month later, the Florida Board of Governors approved the plan [11/08/2018 BOG meeting minutes].

As the document shows, the plan answers five key questions:
Q1) Why does NCF exist?
Answer: To prepare intellectually curious students for lives of great achievement.

Q2) Where is NCF headed long-term?
Answer: NCF will be recognized among the top 20 liberal arts college in the nation, public or private.

Q3) What will NCF achieve along the way?
Answer: NCF will reach 1200 students by 2023 and surpass an 80% four-year graduation rate by 2028.

Q4) How will NCF achieve these goals?
Answer: NCF will (a) recruit more students who will thrive at New College, (b) keep them here four years, and (c) make their degree more valuable.

Q5) Which work will NCF not do?
Answer: NCF will not promote silos and will not duplicate when we can collaborate.

By not separating goals and tactics for academic affairs, student affairs, and administrative units (such as enrollment management, finance, and facilities), the plan integrates efforts across the campus. The plan also articulates clear measures of success and tactics the institution will employ to achieve that success. Furthermore, the plan clearly displays how it aligns with the Board of Governors systemwide goals and performance metrics.

Implementation of the plan links it with the institution's decision-making and budgeting processes (discussed below, following brief explanations of other institutional planning processes). Implementation also links the longer-term strategic plan to annual planning and evaluation activities (also discussed below).

b) Other Long-Term (But Not Comprehensive) Plans

In addition to the comprehensive strategic (and growth) plans, New College of Florida engages in other ongoing institutional planning and evaluation activities, such as:

1. 2008 Campus Master Plan
   As described in Board of Governors Regulation 21.202, New College of Florida is required to maintain a Campus Master Plan that guides development of campus facilities over the next twenty years. The planning process and procedures to evaluate progress in attaining goals are described in the document, which was updated in October 2015. The Campus Master Plan is explained in greater detail in response to SACSCOC Principle 13.7.

2. New College of Florida Strategic Enrollment Management Plan 2018-2023
   In July 2017, the Dean of Enrollment Management established the Enrollment Management Council (EMC) to develop a plan that would guide student recruitment and retention. Hosting SWOT analysis sessions throughout January 2018, the EMC analyzed enrollment and retention data to develop a long-term plan and annual goals for the institution. These goals informed the development of goals for the 2018-28 Strategic Plan. The planning process and goals articulated in the plan clearly demonstrate an integrated, evaluative, research-based planning process.

Annual planning and evaluation at NCF

In addition to the longer-term planning and evaluation activities described above, New College of Florida engages in systematic annual planning and evaluation. This is accomplished via processes required through state regulations and via institutional procedures aligned with the NCF mission.

a) Annual Accountability Plans

As described earlier in this section, New College of Florida is required to submit an annual Accountability Plan to the Florida Board of Governors. Prior to 2018, state regulations required New College of Florida to submit two separate documents each year: an Accountability Report and a Work Plan.

Links to the annual plans developed over the past eight years provide evidence of systematic, ongoing institutional planning and evaluation:

- 2019 Accountability Plan
- 2018 Accountability Plan
- 2015-16 Accountability Report and 2017 Work Plan
- 2014-15 Accountability Report and 2016 Work Plan
- 2013-14 Accountability Report and 2015 Work Plan
- 2012-13 Accountability Report and 2014-15 Work Plan
- 2011-12 Accountability Report and 2013-14 Work Plan
- 2010-11 Accountability Report and 2012-13 Work Plan

The annual Accountability Plans submitted to the Board of Governors include:

- A review of the institutional mission
- Articulation of an aspirational vision statement
- A brief statement of strategy to achieve the vision
- An analysis of institutional strengths and opportunities
- Descriptions of the top three key initiatives to drive improvement over the next three years
- A list of key achievements from the previous academic year
- Results and goals for all ten Board of Governors Performance-Based Funding metrics
- Results and goals for key performance indicators in teaching and learning, and scholarship, research, and innovation.
- Results and goals for three institution-specific goals
- Historical and projected enrollment
- A list of any new academic programs being considered
- Any required appendices, such as the comprehensive proposal to improve undergraduate four-year graduation rates required in the 2018 Accountability Plan.

The annual accountability plans' vision and strategy statements, as well as projected goals on the BOG performance metrics, come directly from longer-term institutional planning. For example, within the 2018 Accountability Plan, the key initiatives and investments listed on page 5 come directly from the Growth Plan's focus on Academic Excellence, Student Development, and Institutional Infrastructure. Goals for student retention, graduation rates, and enrollment also align with the Growth Plan's goals of 1,200 students by 2023 and an 80% four-year graduation rate by 2028. The strategies and goals in the 2019 Accountability Plan come directly from the institution's 2018-28 Strategic Plan.

As described earlier, New College of Florida's performance (in both absolute terms and relative to the other Florida public universities) on the metrics reported in these Accountability Plans determines the amount of

performance funding the institution receives. In that way, these annual planning and evaluation activities lead directly to institutional budgeting decisions.

As further evidence that ongoing annual planning and evaluation activities link to decision-making and further planning, consider what happened after the 2018 Accountability Plan was developed. In that Accountability Plan, New College failed to meet its goals for first-to-second year student retention. As a result, the President's cabinet held a retreat in August of 2018 to evaluate data on student retention and plan tactics to improve retention. A summary document tracked progress on these tactics to improve student retention.

b) Equity Reports

To ensure each university promotes equal access and opportunity in enrollment, employment, athletics, and academic programs and services, the Florida Board of Governors requires each public university to submit an Equity Report each year [BOG Regulation 2.003(5)]. These Equity Reports describe New College's progress in implementing strategic initiatives and performance related to meet goals for equity and accessibility.

Beginning with the Equity Report for Data Year 2016-17, New College began fully implementing a research-based approach to setting goals for equity and access. As Appendix I of the Report shows, NCF analyzed equity and access data from a selected group of 12 peer institutions, as well as the 28 institutions that form the Council of Public Liberal Arts Colleges, to generate goals.

Annual Equity Reports also provide evidence of how planning and evaluation activities are linked. Within each section of the Equity Report, data are reported in comparison to standards to identify potential areas for improvement. Goals are then articulated for each area of improvement and plans for progress are outlined to demonstrate how improvement will be made.

c) Institutional Priorities, Unit Effectiveness Reports, and Improvement Plans

Administrative units and academic programs also engage in systematic, ongoing planning and evaluation activities through Effectiveness Reports and Improvement Plans. While these activities are described in further detail later in this Compliance Certification Report, each process is briefly described here.

1. Annual Institutional Priorities
   At the beginning of each academic year, the New College of Florida Board of Trustees is required to adopt a statement of priorities for the year, which includes the President's initiatives and obligations [NCF Regulation 2-1005(9)].

   The table on the following page demonstrates how the institutional priorities set over the past five years have linked directly to ongoing planning and evaluation activities:

Year	Priorities	Link to planning / evaluation
2018-19	a. Increase recruitment and retention to benchmarks in strategic plan b. Plan, design, and secure base funding for new multi-use facility c. Enhance student success post-graduation d. Complete Compliance Certification for SACSCOC reaffirmation visit	a. Direct link to the 2018-28 Strategic Plan b. Multi-use facility is a key component of the 2016 NCF Growth Plan c. Goals set in Accountability Plan d. CCR represents comprehensive institutional evaluation
2017-18	a. Improving student success b. Implementing year one of the Growth Plan c. Developing a strategic plan toward growth and performance metrics d. Developing an enterprise risk management system	a. Success metrics reported in Accountability Plan b. Direct link to Growth Plan c. Planning and evaluation represent an institutional priority d. Risk management system represents ongoing planning for institutional risk mitigation
2016-17	a. Support and enhance student life b. Develop a new strategic growth plan c. Work with the Foundation to sharply increase fundraising	a. This priority came directly from Legislative Budget Requests that were funded for 2016-17. b. The development of the Growth Plan was an institutional priority c. Alumni participation (percent of alumni donors) became an institutional goal in Accountability Plans for 2018 and 2019.
2015-16	a. Fundraising b. Implement recommendations of the Drug and Alcohol Task Force c. Performance metrics	a. Direct link to NCF's 2016 Growth Proposal b. Link to Board of Governors alcohol task force work c. Performance metrics were reported in the Accountability Report and Work Plan
2014-15	a. Further implement the College's four year strategic plan b. Successfully implement the Performance Improvement Plan c. Complete rebuilding of the Foundation & reinvigorate the NC Promise Campaign d. Launch data science program	a. Direct link to Four Year Plan for New College of Florida (2013-17) b. The Performance Improvement Plan was developed as a result of NCF's poor performance on Performance-Based Funding metrics c. Led to the hiring of the VP of Advancement and Executive Director of the Foundation d. Program launched as planned

The President shares these priorities with the campus community through annual State of the College Reports [Reports from 2017, 2016, 2015, 2014]. These institutional priorities, flowing directly from longer-term planning and evaluation activities, serve to inform the planning and evaluation activities of administrative and academic units within the College.

2. Administrative Unit Effectiveness Reports (detailed in SACSCOC Principle 7.3)
At the beginning of each academic year, the President's cabinet holds a retreat to discuss and articulate unit-level goals. This unit-level planning is based on institutional goals (as articulated in the Strategic Plan and annual Accountability Plan) and an evaluation of progress on previous years' goals.

These goals (for broad units such as Academic Affairs, Student Affairs, Finance and Administration, and Enrollment Management) are recorded and shared among the President's Cabinet [2018-19 Unit Goals, 2017-18 Unit Goals, 2016-17 Unit Goals]. These broad unit goals then inform more micro-unit planning and evaluation activities. For example, the goals set by the Vice President for Finance and Administration are shared with his staff as they generate unit goals for the business office, campus police, facilities, human resources, and information technology.

Achievement of the more micro-unit goals are then reported in annual Effectiveness Reports. Each report clearly links the unit's mission to the institutional mission and lists the unit's goals for the year. Each unit also identifies measures that will be used to assess achievement of each goal. Then, by the end of the academic year, each unit reports results of those assessments and briefly describes how results are used for improvement.

To continue the example within Finance and Administration, Effectiveness Reports for the past seven years are provided:

Business Office: 2010-11, '11-12, '12-13, '13-14, '14-15, '15-16, '16-17, '17-18
Campus Police: 2010-11, '11-12, '12-13, '13-14, '14-15, '15-16, '16-17, '17-18
Facilities: 2010-11, '11-12, '12-13, '13-14, '14-15, '15-16, '16-17, '17-18
Human Resources: 2010-11, '11-12, '12-13, '13-14, '14-15, '15-16, '16-17, '17-18*
Information Technology: 2010-11, '11-12, '12-13, '13-14, '14-15, '15-16, '16-17, '17-18

* Due to a change in directors, HR did not complete a report for 2012-13 or 2017-18

These Effectiveness Reports are used to evaluate unit performance and inform future unit goals.

3. Academic Program Effectiveness Reports and Improvement Plans (detailed in Principle 8.2a)
Academic programs also follow an Effectiveness Report process. From 2006 through 2017, academic Areas of Concentration (AOCs) followed a two-year cycle of planning and evaluation (focused specifically on student learning).

As the following reports from the Anthropology AOC demonstrate, Effectiveness Reports first link academic program missions with the institutional mission statement. The Reports also list the intended student learning outcomes of the program. Each Report then focuses on three student learning outcomes, describing multiple assessment measures for each outcome. The Effectiveness Reports also report results on each assessment measure and describe how those results were used for improvement.

Sample reports from Anthropology: 2009-11 2011-13 2013-15 2015-17

In reflecting on academic program assessment reporting requirements, faculty expressed an interest in streamlining the process and more clearly linking assessment to improvements in student learning. While assessment activities were ongoing and faculty were continuously improving their programs, the biennial Effectiveness Report process seemed to focus more on reporting for accountability than assessment for improvement.

As a result of these discussions, New College implemented a new academic program evaluation model during the summer of 2018. This new model combines streamlined annual Effectiveness Reports with multi-year AOC Improvement Plans.

The annual Effectiveness Reports still tie AOC missions to the institutional mission, list intended student learning outcomes, and report on the assessment of at least three outcomes. Rather than reporting results of in-class (and, therefore, mostly course-level) assessments, the Effectiveness Reports report results from the SAPA (Student Academic Program Assessment).

The SAPA is a capstone assessment completed by multiple faculty for each graduating senior as part of the baccalaureate exam process. Using evidence from the baccalaureate exam, the student's oral

defense of a senior thesis or project, and information about the student's activities and accomplishments while at New College, the student's baccalaureate committee assess the student's level of achievement in institutional and AOC learning outcomes. These SAPA results represent a synthesis of multiple assessments of student learning evaluated by multiple expert raters [sample Anthropology SAPA results from 2013-17].

Using these SAPA results, faculty within each AOC provide a brief reflection on student performance. Faculty also identify potential areas for improvement. This annual reflection exercise informs the development of AOC Improvement Plans.

As the name suggests, AOC Improvement Plans are focused entirely on the improvement of student learning. Rather than reporting on uses of assessment results that *might* lead to improvement (or lead to *change* that may or may not be improvement), the AOC Improvement Plans ask faculty to reflect deeply on the performance of their students and identify a single focus for improvement.

For example, as documented in the 2018-21 Classics AOC Improvement Plan, faculty within the Classics AOC identified student writing (specifically writing for the thesis and the citation of primary and secondary sources) as their focus improvement area for the next three years. Based on previous assessment results, the faculty hypothesized reasons why their students' writing skills were not meeting expectations. From this, the faculty designed an intervention (a new cooperatively-taught third-year tutorial focused on research and writing).

Based on this intervention strategy, the Improvement Plan articulates student learning outcomes and assessment measures that will be used to assess the *improvement* of student performance on the intended outcomes. In this example, Classics faculty chose to assess a final writing sample from students in the tutorial using an externally-developed VALUE rubric (with both faculty members evaluating each student writing sample). Faculty also chose to assess their intended learning outcomes through the existing tutorial narrative evaluation process.

The Improvement Plan ends with a table clearly displaying how the intervention will be implemented and assessed over the course of three years. Each year, this Improvement Plan is updated with assessment results and information on the implementation fidelity of the intended intervention plan.

In tying-together the assessment of student learning (as reported in Effectiveness Reports) with AOC Improvement Plans (which provide for further assessment for improvement), the annual academic program assessment system will clearly demonstrate which planned interventions actually lead to improvements in student learning.

To supplement this annual academic program evaluation process, every AOC also participates in a program review process (on a seven-year cycle). This longer-term program review process is described in response to SACSCOC Principles 8.2a and 10.4.

Linking institutional planning and evaluation activities to budgeting

Just as the institutional Growth Plan (through the Legislative Budget Request process) and institutional Annual Accountability Plans (through Performance-Based Funding) tie directly to funding from the state Legislature, unit-level planning and evaluation activities tie directly to institutional budgeting through the Budget Prioritization Process.

In late April, the Vice President for Finance and Administration emails the President and his Cabinet instructions on how to submit budget requests for the upcoming year. These administrators then disseminate this information to their reporting units. Note that prior to 2018, in reflecting the effect of the Great Recession on the College, this process was called "Critical Needs Requests." Beginning in 2018, this process has been called "Budget Prioritization Requests."

As the budget prioritization request template indicates, units must first list their major accomplishments in the current academic year. These accomplishments are tied directly to each unit's Effectiveness Report. Additionally, each unit must list its goals and objectives for the upcoming academic year. These goals and objectives are derived from institutional goals and reported on the subsequent year's Effectiveness Report.

Then, for each funding priority request, the unit must identify the goal or performance metric that will improve as a result of the funding. A brief narrative of each request also describes how funding will lead to unit and institutional improvement.

These requests are then collated and reviewed by the President's cabinet and the Faculty Planning and Budgeting Committee. Each group prioritizes the requests and provides feedback to the President who ultimately approves a list of funding requests that will be included in the budget approved by the NCF Board of Trustees.

Evidence from the previous four years of this budget prioritization process demonstrate how budget requests and funding decisions are tied directly to planning and evaluation activities of each unit. The 2017, 2018, and 2019 budget requests also demonstrate how institutional plans such as the Growth Plan and Strategic Plan guide this process:

2016-17 Process: 2016-17 Critical Funding Requests Summary

2017-18 Process: 04/24/2017: Call for critical needs requests with submission instructions
07/27/2017: Summary of critical needs requests with supplemental information

2018-19 Process: 04/27/2018: Call for prioritized funding requests with submission instructions
09/26/2018: 2018-19 Budget Priority Requests with supplemental information

2019-20 Process: 04/03/2019: Call for prioritized funding requests with submission instructions

Summary

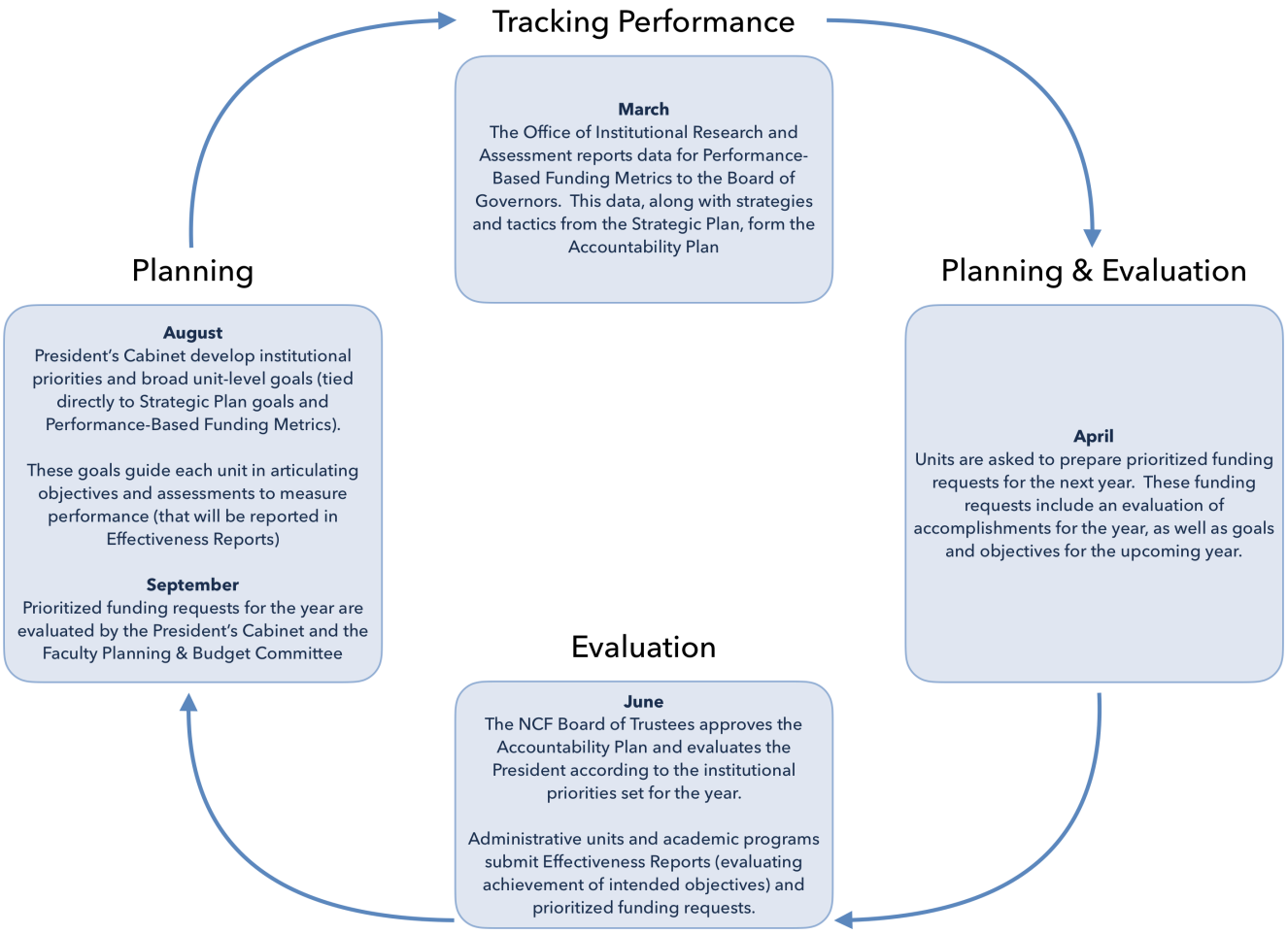
The diagram on the next page summarizes the annual institutional planning and evaluation activities that tie directly to budgeting and decision-making.

- In August, beginning-of-the-year planning activities (the articulation of institutional and unit-level goals and the funding of prioritized requests) leads directly to performance-tracking activities in March.

- Based on data from those performance-tracking activities, units prepare prioritized funding requests in April that include an evaluation of their performance in the current academic year.

- By the end of the year, the institution has evaluated its performance through the development of the Accountability Plan and unit-level Effectiveness Reports.

- These evaluation activities then inform planning activities that begin again the next academic year.



Conclusion

Through an annual cycle of planning, assessment, and evaluation activities that inform longer-term strategic planning and evaluation activities, New College of Florida engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. Each of these processes focus on institutional quality, as defined by state-mandated performance-based funding metrics and institution-specific metrics. Systematic reviews of these metrics inform budgeting and subsequent cycles of planning activities.

Supporting Evidence (in order of appearance)
1) F.S. § 1001.705(2)(c, g) 2) 2025 System Strategic Plan 3) F.S. § 1001.706(5)(b) 4) BOG regulation 1.001(3)(c) 5) F.S. § 1008.46 6) 2018 SUS Accountability Plan 7) F.S. § 1001.706(5)(c) 8) 2018 NCF Accountability Plan 9) BOG Regulation 2.002 10) January 2018 BOG Strategic Planning Committee meeting agenda 11) Legislative Budget Request Guidelines 12) Legislative Budget Request Instructions 13) 08/31/2017 BOG minutes 14) 2017-18, 2018-19, and 2019-20 SUS Appropriations Request Summaries

15) $560 million (2018-19 Performance-Based Funding Allocation)
16) Performance Funding Model Overview
17) 2002-05 Institutional Plan
18) NCF's 2008 Compliance Certification Report
19) 2007 Report on the Institutional Plan
20) Strategic Plan for New College of Florida 2008-18: Enhancing Student Learning
21) NCF's 2008 Compliance Certification Report
22) NCF Board of Trustees Meeting Minutes - March 2008
23) 2008-18 Academic Master Plan
24) Evaluate institutional attainment of the 32 sub-goals articulated in the 2008-18 Strategic Plan
25) Four-Year Plan for New College of Florida 2013-17
26) Minutes from the November 2013 Board of Trustees meeting
27) Evaluate institutional attainment of the goals articulated in the Four-Year Plan
28) 2016 New College of Florida Growth Proposal
29) June 2016 Board of Governors Strategic Planning Committee meeting minutes
30) 07/05/2016 notes from the Provost
31) 07/10/2016 email scheduling leadership meeting
32) 07/19/2016 notes from the President's Information Meeting
33) 07/19/2016 email from the BOG Vice Chancellor for Academic and Student Affairs
34) 07/22/2016 Board of Governors Staff Questions for NCF
35) 07/26/2016 minutes from BOT meeting
36) 07/21/2016 Compilation of Needs to Grow to 1200 Students
37) 08/04/2016 email – Faculty Meeting to set vision for growth
38) 07/26/2016 New College and Growth
39) 09/19/2016 outline
40) 09/22/2016 BOG meeting minutes
41) New College Growth Proposal
42) 10/29/2016 BOT meeting minutes
43) 11/3/2016 BOG meeting minutes
44) Provost's Report from February 7, 2017
45) 03/27/2017 email agenda
46) Report on Design Charrette
47) Slide taken from the Growth Plan presentation to the Board of Governors
48) Detailed online spreadsheet to track progress on Growth Proposal
49) Quarterly Reports to the BOG on Growth: Q1, Q2, Q3, and Q4 2017
50) 11/2017 BOG Presentation on Growth
51) 09/2018 BOG Presentation on Growth
52) 2018-28 New College of Florida Strategic Plan: Cultivating Curiosity, Unleashing Potential
53) Mission Survey in December 2017
54) Mission Survey Results
55) Strategic Planning Steering Committee: screenshot of shared strategic planning resources
56) 09/19/2017 BOT Strategic Planning Committee meeting minutes
57) 01/17/2018 BOT meeting minutes
58) 03/03/2018 BOT Strategic Planning Committee minutes
59) 06/07/2018 minutes
60) 06/09/2018 BOT Strategic Planning Committee minutes
61) 07/17/2018 Joint Committee meeting minutes
62) 08/13/2018 BOT Strategic Planning Committee minutes
63) 09/8/2018 BOT Strategic Planning Committee meeting notes
64) 10/20/2018 BOT minutes
65) Combined notes from all faculty and staff feedback sessions
66) 11/15/2017 Faculty Visioning Notes
67) 04/30/2018 email notice of faculty strategic planning lunches
68) 07/26/2018 AAC minutes
69) Combined notes from August 2018 faculty and staff feedback sessions
70) 08/29/2018 notice
71) *Cultivating Curiosity, Unleashing Potential: The Plan for New College of Florida 2018-28*
72) 10/20/2018 BOT meeting minutes
73) 11/08/2018 BOG meeting minutes
74) 2008 Campus Master Plan
75) Board of Governors Regulation 21.202
76) New College of Florida Strategic Enrollment Management Plan 2018-2023

77) SWOT analysis sessions
78) 2019 Accountability Plan
79) 2018 Accountability Plan
80) 2015-16 Accountability Report
81) 2017 Work Plan
82) 2014-15 Accountability Report
83) 2016 Work Plan
84) 2013-14 Accountability Report
85) 2015 Work Plan
86) 2012-13 Accountability Report
87) 2014-15 Work Plan
88) 2011-12 Accountability Report
89) 2013-14 Work Plan
90) 2010-11 Accountability Report
91) 2012-13 Work Plan
92) 2018 Accountability Plan
93) Summary document tracked progress on retreat retention tactics
94) BOG Regulation 2.003
95) Equity Report for Data Year 2016-17
96) Appendix I of the Equity Report
97) NCF Regulation 2-1005(9)
98) Institutional Priorities 2018-19
99) Institutional Priorities 2017-18
100) Institutional Priorities 2016-17
101) Institutional Priorities 2015-16
102) Institutional Priorities 2014-15
103) State of the College Report 2017
104) State of the College Report 2016
105) State of the College Report 2015
106) State of the College Report 2014
107) 2018-19 Unit Goals
108) 2017-18 Unit Goals
109) 2016-17 Unit Goals
110) Effectiveness Report: Business Office: 2010-11 through 2017-18
111) Effectiveness Report: Campus Police: 2010-11 through 2017-18
112) Effectiveness Report: Facilities: 2010-11 through 2017-18
113) Effectiveness Report: HR: 2010-11 through 2017-18
114) Effectiveness Report: IT: 2010-11 through 2017-18
115) Effectiveness report from Anthropology: 2009-11
116) Effectiveness report from Anthropology: 2011-13
117) Effectiveness report from Anthropology: 2013-15
118) Effectiveness report from Anthropology: 2015-17
119) Sample Anthropology SAPA results from 2013-17
120) 2018-21 Classics AOC Improvement Plan
121) budget prioritization request template
122) 2016-17 Critical Funding Requests Summary
123) 04/24/2017: Call for critical needs requests with submission instructions
124) 07/27/2017: Summary of critical needs requests with supplemental information
125) 04/27/2018: Call for prioritized funding needs with submission instructions
126) 09/26/2018: 2018-19 Budget Priority Requests with supplemental information
127) 04/03/2019: Call for prioritized funding requests with submission instructions

7.2: Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Information is provided in the standalone document: New College of Florida's Quality Enhancement Plan.

In adherence with SACSCOC guidelines, complete documentation of the QEP will be provided 4-6 weeks before the on-site visit scheduled for April 7-9, 2020.

Supporting Evidence (in order of appearance)
1) New College of Florida's Quality Enhancement Plan

7.3: Administrative effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

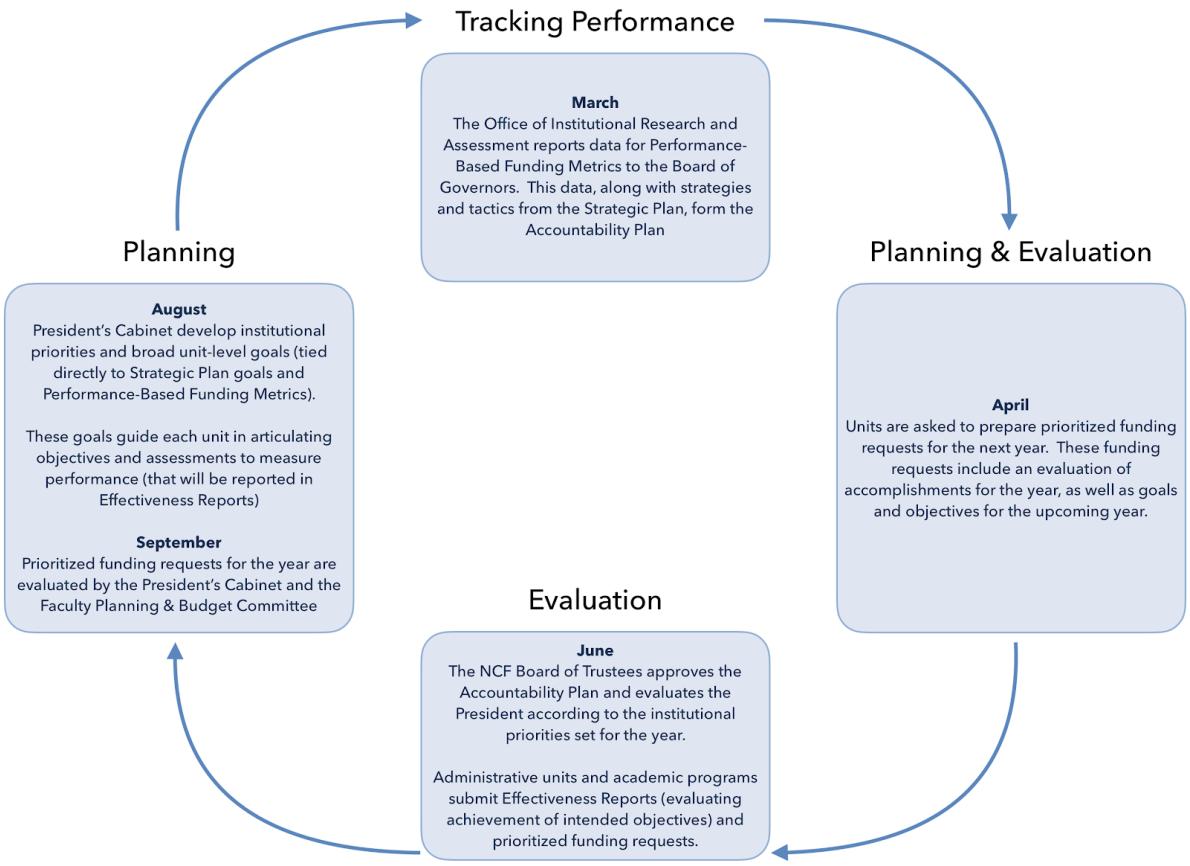
√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida recognizes that in order to achieve its strategic goals and improve operational efficiency, its administrative support services must engage in continuous improvement processes. Through an annual cycle of goal-setting, assessment, and reflection – documented in *Administrative Unit Effectiveness Reports* – New College of Florida administrative support services identify expected outcomes and demonstrate the extent to which those outcomes are achieved.

Administrative support effectiveness cycle

In response to SACSCOC Principle 7.1 (Institutional Planning), the following diagram was provided to illustrate the annual planning-and-evaluation cycle of administrative units:



At the beginning of each academic year, the President's Cabinet (administrative leaders who report directly to the President, as displayed in the NCF Organizational Chart) hold a retreat to discuss and articulate institutional goals (which are aligned with the institutional strategic plan and approved by the Board of Trustees each September). The Cabinet then discusses and articulates unit-level goals for the major areas of the College:

Academic Affairs	2016-17 Goals	2017-18 Goals (all unit goals were merged into a single document)	2018-19 Goals (all unit goals were merged into a single document)
Enrollment Management	2016-17 Goals		
Communications & Marketing	2016-17 Goals		
Finance & Administration	2016-17 Goals		
Foundation	2016-17 Goals		
President's Office	2016-17 Goals		
Student Affairs	2016-17 Goals		

Discussions during these retreats ensure unit-level goals are aligned with the institutional priorities for the year. As evidence of this, a summary table for the 2017-18 unit goals displays the alignment among the unit-level goals and institutional priorities.

These macro-unit-level goals then inform more micro-unit planning and evaluation activities. For example, the goals set by the Vice President for Finance and Administration are shared with his staff as they generate unit goals for the business office, campus police, facilities, human resources, and information technology. These micro-unit-level goals are documented in annual Effectiveness Reports (ERs):

(1)	Annual Effectiveness Reports					
Academic Affairs	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Institutional Research	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Language Resource Center	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Library	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Sponsored Research	2013-14	2014-15	2015-16	2016-17	2017-18	(2)
- Quantitative Resource Center	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Writing Resource Center	(3)	2014-15	2015-16	2016-17	2017-18	2018-19
Communications & Marketing	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment Management (including Admissions, Financial Aid, and Registrar)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Finance & Administration	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Business Office	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Campus Police	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Facilities Management	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Human Resources	2013-14	2014-15	2015-16	2016-17	2017-18	(6)
- Information Technology	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Foundation	(4)	2014-15	2015-16	2016-17	2017-18	2018-19
Office of the President	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- General Counsel	2013-14	2014-15	2015-16	(5)	(5)	(5)
Student Affairs	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Career Center (CEO)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19

Notes: (1) The Administrative Effectiveness Report process was first implemented during 2005-06
(2) Due to a change in leadership, the Office of Research Programs and Services did not complete this report
(3) Writing Resource Center effectiveness was incorporated into 2014 QEP Impact Report
(4) The Foundation did not complete an ER in 2013-14 as a new Executive Director was named
(5) General Counsel Effectiveness Report information was merged into the President's Office ER
(6) Due to a change in leadership, Human Resources did not complete an Effectiveness Report in 2018-19

An Effectiveness Report Tracker, maintained by the President's Chief of Staff, indicates which units have completed Effectiveness Reports since 2005. As the tracker indicates, nearly all units have completed Effectiveness Reports in each of the past 8 years.

As a sample Effectiveness Report from the Office of the President demonstrates, each ER begins with the institutional mission and the mission of the unit. The ERs also identify the staff responsible for completing the report.

Those responsible enter the unit goals (called "objectives") into their ERs. The objectives – which typically represent institutional goals, customer service goals, efficiency goals, or (when appropriate) student-focused goals – are expected to align with the institutional strategic plan and institutional priorities.

Those responsible for completing the ERs also work with other staff in the unit to identify at least one method to evaluate ("assess") attainment of each objective. Throughout the year, staff within each unit then track progress on these evaluation (assessment) measures.

By the end of the year, staff within each unit are expected to report results of these evaluation measures and briefly describe how they use those results to make changes (which will likely lead to improvement).

As an example, the third objective of the Office of the President for 2017-18 was to "improve college performance on State University System metrics and secure performance-based funding." Two measures were identified to evaluate attainment of this objective: (1) the amount of performance-based funding earned, and (2) the number of performance metrics with perfect scores of 10.

The ER indicates the results of those evaluation measures were mixed. While NCF tied its highest-ever metrics score of 75 points, it was not enough to secure performance-based funding. The ER identifies six performance metrics with perfect scores, two additional metrics where scores improved, and two metrics that did not show improvement. From these results, the ER identifies three ways in which the results were used to make changes: (1) a Career Success Seminar was piloted, (2) a Metrics Task Force was constituted to generate performance improvement ideas, and (3) a new metric was proposed to the Board of Governors for adoption.

The President's Direct Reports review ERs for completeness and use information in the ERs to make budgeting decisions. As described in response to SACSCOC Principle 7.1 (Institutional Planning):

> *In late April, the Vice President for Finance and Administration emails the President and his direct reports instructions on how to submit budget requests for the upcoming year. These administrators then disseminate this information to their reporting units. Note that prior to 2018, in reflecting the effect of the great recession on the College, this process was called "Critical Needs Requests." Beginning in 2018, this process has been called "Budget Prioritization Requests."*
>
> *As the budget prioritization request template indicates, units must first list their major accomplishments in the current academic year. These accomplishments are tied directly to each unit's Effectiveness Report. Additionally, each unit must list its goals and objectives for the upcoming academic year. These goals and objectives are derived from institutional goals and reported on the subsequent year's Effectiveness Report.*

Then, for each funding priority request, the unit must identify the goal or performance metric that will improve as a result of the funding. A brief narrative of each request also describes how funding will lead to unit and institutional improvement.

These requests are then collated and reviewed by the President's cabinet and the Faculty Planning and Budgeting Committee. Each group prioritizes the requests and provides feedback to the President who ultimately approves a list of funding requests that will be included in the budget approved by the NCF Board of Trustees.

Evidence from the previous three years of this budget prioritization process demonstrate how budget requests and funding decisions are tied directly to planning and evaluation activities of each unit. The 2017, 2018, and 2019 budget requests also demonstrate how institutional plans such as the Growth Plan and Strategic Plan guide this process:

2016-17 Process: *2016-17 Critical Funding Requests Summary*

2017-18 Process: *04/24/2017: Call for critical needs requests with submission instructions*
07/27/2017: Summary of critical needs requests with supplemental information

2018-19 Process: *04/27/2018: Call for prioritized funding requests with submission instructions*
09/26/2018: 2018-19 Budget Priority Requests with supplemental information

2019-20 Process: *04/03/2019: Call for prioritized funding requests with submission instructions*

Satisfaction

In an effort to measure student perceptions of the administrative services of NCF, the Office of Institutional Research and Assessment administers an annual Baccalaureate Student Survey (BSS) to graduating seniors. The survey, which dates back at least to 2004, is designed to measure student perceptions of the New College experience and allow students to provide feedback for improvement.

As the 2018 BSS results report demonstrates, the BSS measures student satisfaction with the academic experience (through 18 items), student perceptions of the effectiveness of the academic experience (through 12 items), satisfaction with the New College environment (through 11 items), and satisfaction with New College services (through 33 items).

The BSS provides useful indirect evidence of the effectiveness of administrative units. For example, the environment section of the BSS provides evidence of the perceived effectiveness of:

- Campus police (personal security and safety on campus)
- Student Affairs (communication of campus events and activities; cultural events and programs; satisfaction with health, counseling, and disability services)
- Enrollment Management (availability of financial aid funds; satisfaction with registration procedures)
- Academic Affairs (satisfaction with the Quantitative and Writing Resource Centers; library)
- Business Office (satisfaction with billing and paying procedures)
- CEO (satisfaction with career services)

The Office of Institutional Research and Assessment disseminates BSS results reports and publishes them online. These results, which indicate the College's performance in meeting its institutional student achievement goals, are provided in response to SACSCOC Principle 8.1.

In addition to this institution-wide assessment of student assessment, some administrative units assess faculty and staff satisfaction with their services. Most recently, the NCF Physical Plant and Office of Human Resources (with assistance from the Office of Institutional Research and Assessment) administered satisfaction surveys to all NCF employees in 2019. Results from these surveys then appear in that year's annual Effectiveness Report (with results from the Physical Plant survey also discussed in response to SACSCOC Principle 13.7).

Efficiency Reports

Another way New College of Florida measures the effectiveness of its administrative support services is through University Efficiency Reports. Each year, the Florida Board of Governors requests a University Efficiency Report (UER) as part of the legislative budget request process [07/13/2016 Email Request from VP Martin].

UERs highlight operating efficiencies realized during the previous academic year, whether they result in measurable cost savings or cost avoidance, or they result in something that improves service delivery for students, faculty, and staff. The UER for 2014-15 identifies $99,000 and over 230 staff hours in projected savings, while the UER for 2015-16 identifies over $685,000 in projected savings. These reports indicate a commitment to the ongoing evaluation and improvement of operational efficiency.

Conclusion

Through annual Administrative Unit Effectiveness Reports, New College of Florida identifies expected outcomes of its administrative support services and demonstrates the extent to which outcomes are achieved. The outcomes are derived from institutional planning and evaluation activities, with direct input from the President and senior staff.

Supporting Evidence (in order of appearance)
1) NCF Organizational Chart
2) Academic Affairs 2016-17 Goals
3) Enrollment Management 2016-17 Goals
4) Communications & Marketing 2016-17 Goals
5) Finance & Administration 2016-17 Goals
6) Foundation 2016-17 Goals
7) President's Office 2016-17 Goals
8) Student Affairs 2016-17 Goals
9) 2017-18 Unit Goals
10) 2018-19 Unit Goals
11) Summary table for 2017-18 unit goals
12) Provost / Academic Affairs Effectiveness Report: 2013-14
13) Provost / Academic Affairs Effectiveness Report: 2014-15
14) Provost / Academic Affairs Effectiveness Report: 2015-16
15) Provost / Academic Affairs Effectiveness Report: 2016-17
16) Provost / Academic Affairs Effectiveness Report: 2017-18
17) Provost / Academic Affairs Effectiveness Report: 2018-19
18) Institutional Research Effectiveness Report: 2013-14
19) Institutional Research Effectiveness Report: 2014-15
20) Institutional Research Effectiveness Report: 2015-16
21) Institutional Research Effectiveness Report: 2016-17
22) Institutional Research Effectiveness Report: 2017-18
23) Institutional Research Effectiveness Report: 2018-19
24) LRC Effectiveness Report: 2013-14

25) LRC Effectiveness Report: 2014-15
26) LRC Effectiveness Report: 2015-16
27) LRC Effectiveness Report: 2016-17
28) LRC Effectiveness Report: 2017-18
29) LRC Effectiveness Report: 2018-19
30) Library Effectiveness Report: 2013-14
31) Library Effectiveness Report: 2014-15
32) Library Effectiveness Report: 2015-16
33) Library Effectiveness Report: 2016-17
34) Library Effectiveness Report: 2017-18
35) Library Effectiveness Report: 2018-19
36) ORPS Effectiveness Report: 2013-14
37) ORPS Effectiveness Report: 2014-15
38) ORPS Effectiveness Report: 2015-16
39) ORPS Effectiveness Report: 2016-17
40) ORPS Effectiveness Report: 2017-18
41) ORPS Effectiveness Report: 2018-19
42) QRC Effectiveness Report: 2013-14
43) QRC Effectiveness Report: 2014-15
44) QRC Effectiveness Report: 2015-16
45) QRC Effectiveness Report: 2016-17
46) QRC Effectiveness Report: 2017-18
47) QRC Effectiveness Report: 2018-19
48) WRC Effectiveness Report: 2014-15
49) WRC Effectiveness Report: 2015-16
50) WRC Effectiveness Report: 2016-17
51) WRC Effectiveness Report: 2017-18
52) WRC Effectiveness Report: 2018-19
53) Communications & Marketing Effectiveness Report: 2013-14
54) Communications & Marketing Effectiveness Report: 2014-15
55) Communications & Marketing Effectiveness Report: 2015-16
56) Communications & Marketing Effectiveness Report: 2016-17
57) Communications & Marketing Effectiveness Report: 2017-18
58) Communications & Marketing Effectiveness Report: 2018-19
59) Enrollment Services Effectiveness Report: 2013-14
60) Enrollment Services Effectiveness Report: 2014-15
61) Enrollment Services Effectiveness Report: 2015-16
62) Enrollment Services Effectiveness Report: 2016-17
63) Enrollment Services Effectiveness Report: 2017-18
64) Enrollment Services Effectiveness Report: 2018-19
65) Finance & Administration Effectiveness Report: 2013-14
66) Finance & Administration Effectiveness Report: 2014-15
67) Finance & Administration Effectiveness Report: 2015-16
68) Finance & Administration Effectiveness Report: 2016-17
69) Finance & Administration Effectiveness Report: 2017-18
70) Finance & Administration Effectiveness Report: 2018-19
71) Business Office Effectiveness Report: 2013-14
72) Business Office Effectiveness Report: 2014-15
73) Business Office Effectiveness Report: 2015-16
74) Business Office Effectiveness Report: 2016-17
75) Business Office Effectiveness Report: 2017-18
76) Business Office Effectiveness Report: 2018-19
77) Campus Police Effectiveness Report: 2013-14
78) Campus Police Effectiveness Report: 2014-15
79) Campus Police Effectiveness Report: 2015-16
80) Campus Police Effectiveness Report: 2016-17
81) Campus Police Effectiveness Report: 2017-18
82) Campus Police Effectiveness Report: 2018-19
83) Facilities Effectiveness Report: 2013-14
84) Facilities Effectiveness Report: 2014-15
85) Facilities Effectiveness Report: 2015-16
86) Facilities Effectiveness Report: 2016-17

87) Facilities Effectiveness Report: 2017-18
88) Facilities Effectiveness Report: 2018-19
89) Human Resources Effectiveness Report: 2013-14
90) Human Resources Effectiveness Report: 2014-15
91) Human Resources Effectiveness Report: 2015-16
92) Human Resources Effectiveness Report: 2016-17
93) Human Resources Effectiveness Report: 2017-18
94) Human Resources Effectiveness Report: 2018-19
95) Information Technology Effectiveness Report: 2013-14
96) Information Technology Effectiveness Report: 2014-15
97) Information Technology Effectiveness Report: 2015-16
98) Information Technology Effectiveness Report: 2016-17
99) Information Technology Effectiveness Report: 2017-18
100) Information Technology Effectiveness Report: 2018-19
101) Foundation Effectiveness Report: 2014-15
102) Foundation Effectiveness Report: 2015-16
103) Foundation Effectiveness Report: 2016-17
104) Foundation Effectiveness Report: 2017-18
105) Foundation Effectiveness Report: 2018-19
106) President's Office Effectiveness Report: 2013-14
107) President's Office Effectiveness Report: 2014-15
108) President's Office Effectiveness Report: 2015-16
109) President's Office Effectiveness Report: 2016-17
110) President's Office Effectiveness Report: 2017-18
111) President's Office Effectiveness Report: 2018-19
112) General Counsel Effectiveness Report: 2013-14
113) General Counsel Effectiveness Report: 2014-15
114) General Counsel Effectiveness Report: 2015-16
115) Student Affairs Effectiveness Report: 2013-14
116) Student Affairs Effectiveness Report: 2014-15
117) Student Affairs Effectiveness Report: 2015-16
118) Student Affairs Effectiveness Report: 2016-17
119) Student Affairs Effectiveness Report: 2017-18
120) Student Affairs Effectiveness Report: 2018-19
121) CEO Effectiveness Report: 2013-14
122) CEO Effectiveness Report: 2014-15
123) CEO Effectiveness Report: 2015-16
124) CEO Effectiveness Report: 2016-17
125) CEO Effectiveness Report: 2017-18
126) CEO Effectiveness Report: 2018-19
127) Effectiveness Report Tracker
128) Sample Effectiveness Report from the Office of the President
129) Budget prioritization request template
130) 2016-17 Critical Funding Requests Summary
131) 04/24/2017: Call for critical needs requests with submission instructions
132) 07/27/2017: Summary of critical needs requests with supplemental information
133) 04/27/2018: Call for prioritized funding requests with submission instructions
134) 09/26/2018: 2018-19 Budget Priority Requests with supplemental information
135) 04/03/2019: Call for prioritized funding requests with submission instructions
136) 2017-18 BSS Report
137) 2019 Satisfaction Survey notices from Physical Plant and Human Resources
138) 07/13/2016 Email Request from VP Martin
139) 2014-15 Efficiencies Report
140) 2015-16 Efficiencies Report

Section 8: Student Achievement

8.1: Student achievement [CR]

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida identifies, evaluates, and publishes goals and outcomes for student achievement aligned directly with the College's strategic plan. These goals and outcomes, which include performance metrics and thresholds established by the Board of Governors for the Florida State University System, are published in annual Accountability Plans and on the College website.

The student achievement criteria, thresholds, and aspirational targets discussed below are summarized in a Student Achievement Metrics document published on the College website.

Florida Performance-Based Funding system (state performance metrics and benchmarks)

Florida Statute 1008.31(1)(e)(2) authorizes the Florida Board of Governors to "establish performance measures and set performance standards for individual state universities, including actual completion rates." To incentivize universities to *achieve* these performance standards, Florida Statute 1001.92 establishes a Performance-Based Funding (PBF) system.

The PBF system, described in Board of Governors Regulation 5.001, was established in 2014 and (as of 2018-19) consists of $560 million in funding annually awarded to state universities based on their performance and improvement on ten metrics. Eight of these metrics are aligned with statewide strategic goals (and, thus, are common to all state universities), while two metrics are unique to New College of Florida [BOG Performance Funding Model Overview document].

Definitions of the PBF metrics, along with benchmarks for performance, are also published on the Board of Governors website. Using these definitions and benchmarks, the Board of Governors scores each state university's performance on each metric on a scale from 1-10. A score of 1 excellence point represents a minimally acceptable level of performance, while a score of 10 represents an aspirational target on each metric.

Each year, the Board of Governors evaluates the appropriateness of the metrics, data sources, and benchmarks for performance. These evaluations (and, occasionally, legislative mandates) often result in updates to the metrics and benchmarks, ensuring the metrics and benchmarks remain meaningful and current. The following table summarizes the number of metrics that have changed each year (along with links to documents summarizing those changes):

Summary of changes	Number of metrics updated		
	Updated metrics or definitions	Updated data sources	Updated benchmarks
2015 PBF changes	4 metrics	2 metrics	3 metrics
2016 PBF changes	-	-	10 metrics
2017 PBF changes	3 metrics	1 metric	3 metrics
2018 PBF changes	3 metrics	-	2 metrics
2019 PBF changes	1 metric	-	-

For purposes of transparency and accountability, BOG Regulation 2.002 requires each state university to publish its performance and projected goals for each PBF metric (and for additional university-defined metrics aligned with each university's strategic plan). For NCF, these *Accountability Plans* are published both on the ncf.edu website and the Florida Board of Governors website. Note that prior to 2018, these annual reports were called "Work Plans." [2019 Accountability Plan; 2018 Accountability Plan; 2017 Work Plan].

NCF strategic plan goals and outcomes

In addition to the 10 statewide PBF metrics, NCF identifies, evaluates, and publishes NCF-specific goals and outcomes for student achievement aligned directly with the College's strategic plan.

As described in response to SACSCOC Principle 7.1, the 2018-28 New College of Florida Strategic Plan represents fifteen months of analysis, reflection, and planning based on previous institutional plans and the College's performance on PBF metrics. The Plan outlines three primary "Hows" (tactics) the College will pursue over the next decade to reach its long-term goal of being recognized among the top 20 public and private liberal arts colleges in the nation. To measure the effectiveness of these tactics, the Plan identifies fifteen student achievement metrics:

How #1: Recruit more students who will thrive at New College

Metrics:
- ● 1.1 - University access rate (percent of undergraduate Pell recipients)
- ● 1.2 - Percent of first-year students in the top 10% of their high school class
- ○ 1.3 - Total headcount enrollment
- ○ 1.4 - Number of FTIC and new transfer students enrolled each year
- ○ 1.5 - Percent of incoming class who are Latinx, African American, Asian, Out-of-State, or International

How #2: Keep them here four years

Metrics:
- ● 2.1 - Four-year graduation rate
- ● 2.2 - Academic progress (first-to-second year retention) rate
- ● 2.3 - Percent of degrees in programs of strategic emphasis
- ● 2.4 - Percent of FTIC graduates completing 3+ high-impact practices
- ○ 2.5 - Student satisfaction (percent of seniors satisfied with academic experiences, non-academic experiences, student services; percent who, if they could start over, would probably or definitely choose NCF again)

How #3: Make their degree more valuable

Metrics:
- ● 3.1 - Percent enrolled or employed (earning $25k+) within one year of graduation
- ● 3.2 - Median salary of graduates one year following graduation
- ● 3.3 - Cost to the student: net tuition and fees per 120 credit hours
- ● 3.4 - Percent of baccalaureate degrees awarded without excess hours
- ○ 3.5 - PhD yield rate (proportion of NCF graduates who earn PhDs within 9 years)

Key:
- ● = PBF metric defined by the Florida Board of Governors
- ○ = Metric developed through the strategic planning process

Together, these fifteen metrics represent a comprehensive collection of targets important to New College of Florida and the Florida State University System. For each metric, the Strategic Plan identifies performance goals the College aspires to achieve over the next five years.

Metrics (criteria), achievement of those metrics, and targets (thresholds of acceptability)

This section will present the following information for each of the fifteen institutional strategic plan metrics:

a. Definition of the metric
b. Source of data for the metric
c. Where the performance data and targets are published
d. Rationale for the metric and thresholds of acceptability
e. Performance data compared to thresholds of acceptability (plus future targets)
f. Summary evaluation of performance on the metric

This information is also contained in a Student Achievement Metrics document made available to the public on the College website (on the accreditation page at https://www.ncf.edu/about/accreditation/) .

1.1: University access rate (percent of undergraduate Pell recipients)

a. Definition: The percent of undergraduate students receiving Pell Grants during the Fall term.

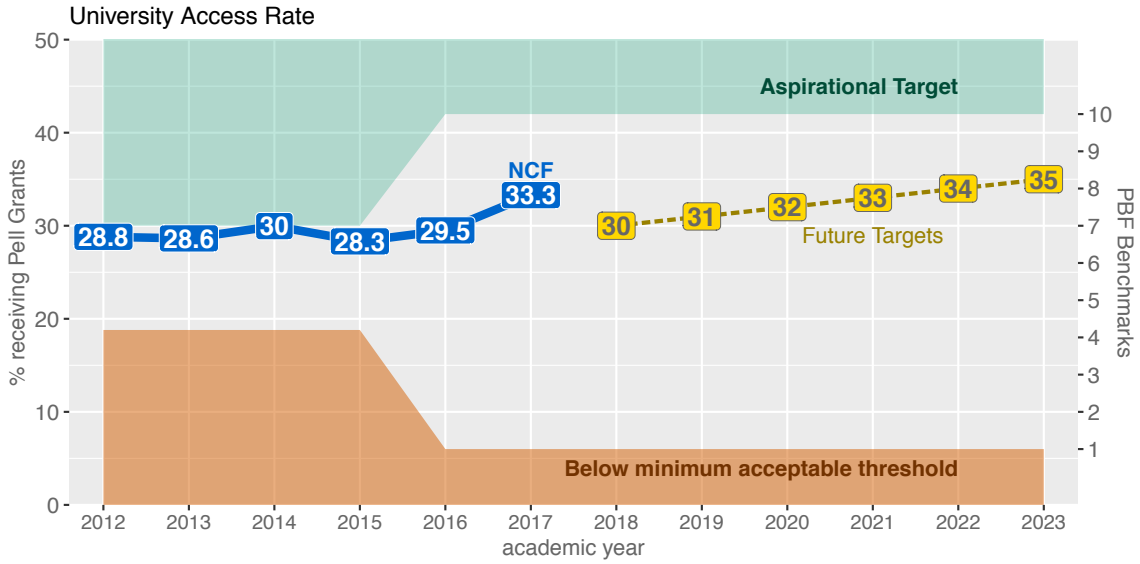
b. Source: This data is reported to the Florida State University Database System (SUDS)

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)
College Navigator and U.S. Department of Education websites (data only)

d. Rationale for the metric and thresholds of acceptability

- Metric: To recruit more students, a New College education must be accessible. This metric indicates the financial accessibility of NCF and aligns with the 2018-28 Strategic Plan goal to "enroll students who reflect Florida's racial and economic diversity."
- Minimum acceptable threshold: This threshold corresponds to one excellence point in the PBF system. In 2018, the Board of Governors reduced this threshold from 18.8% to 6% as a result of state legislation.
- Aspirational target: This corresponds to a maximum PBF score of 10 excellence points. It was increased from 30% to 42% in 2018 in response to state legislation.
- Future targets: Future targets were established by the NCF Enrollment Management Committee based on an analysis of past performance and a projection of Pell eligible students in Florida. These targets were approved by the NCF Board of Trustees and the Board of Governors as part of the NCF 2018-28 Strategic Plan.

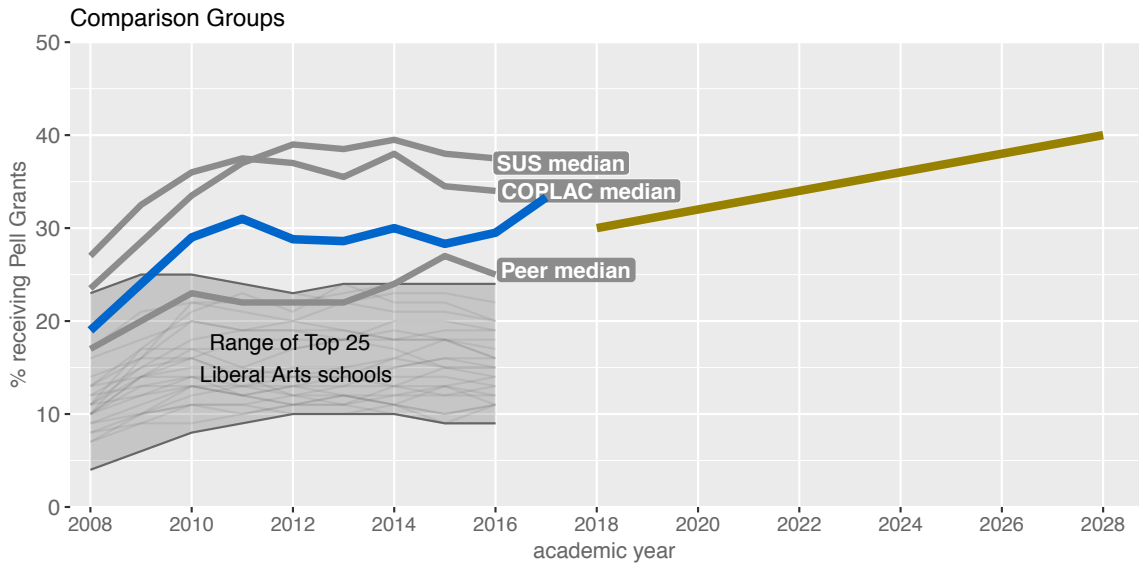
e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, the percent of NCF students receiving Pell Grants (blue line) has ranged from 28.3% to 33.3% since 2012. This exceeded the minimum acceptable threshold (orange region) in each of the past six years and reached the aspirational target (green region) once. NCF performance on this metric has increased in each of the past two years.

The next chart displays NCF's performance (blue line) and goals (gold line) compared to four comparison groups:

- SUS median: This line represents the median performance of the twelve institutions forming the Florida State University System.
- COPLAC median: This line represents the median performance of the 28 institutions forming the Council of Public Liberal Arts Colleges.
- Peer median: This line represents the median performance of 12 peer institutions selected in March 2017 by the NCF Director of Institutional Performance Assessment. The peer institutions are: Earlham, Evergreen State, Hampshire, Hendrix, Millsaps, Pitzer, Washington & Jefferson Colleges; Massachusetts College of Liberal Arts; Southwestern University; St. Mary's College of Maryland; University of Minnesota, Morris; University of Wisconsin, Superior.
- Range of Top 25 Liberal Arts schools: This shaded region represents the range in performance of the top 25 liberal arts schools as identified by U.S. News and World Report over the past five years.



NCF's performance (blue line) has generally exceeded that of the top 25 liberal arts schools and the median of its peer institutions. If NCF can hit its future targets, NCF will perform at a level similar to that of the median SUS and COPLAC institutions.

1.2: Percent of first-year students in the top 10% of their high school class

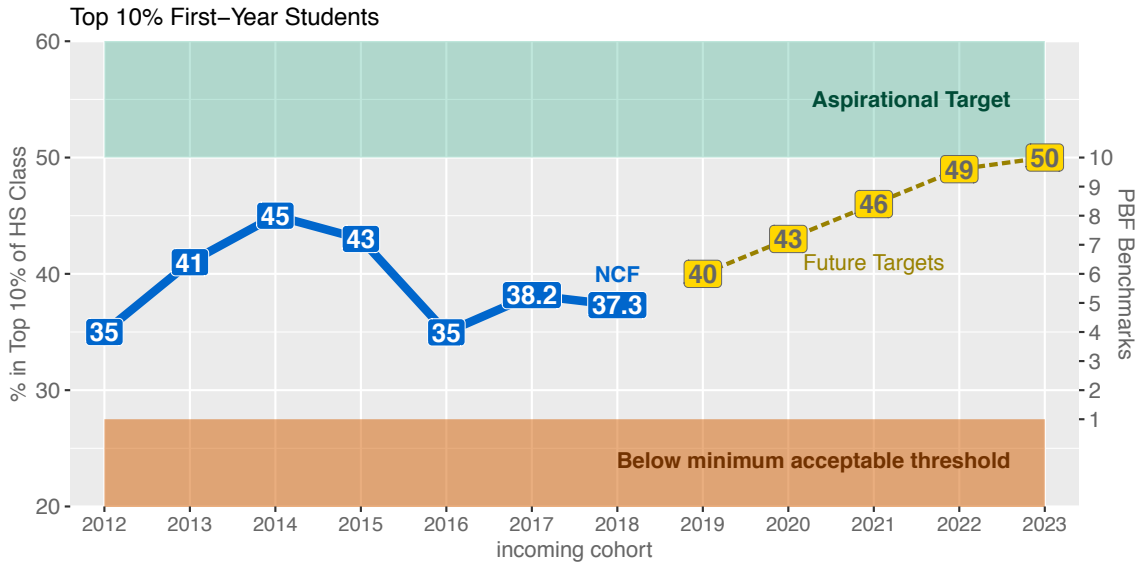
a. Definition: The percent of all degree-seeking, first-time, first-year students who graduated within the top 10% of their graduating high school class.

b. Source: This data is collected from high school transcripts by the NCF admissions office and included in the Common Data Set.

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability
- Metric: As the state's designated honors college, NCF should expect to recruit top-performing students.
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point (27.5%).
- Aspirational target: This corresponds to 10 PBF excellence points (50%).
- Future targets: Future targets were established by the NCF Enrollment Management Committee based on an analysis of past performance. These targets have been approved by the NCF Board of Trustees and the Board of Governors.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, NCF's performance has exceeded the minimum acceptable threshold in each of the past seven years. While performance declined from 2014-2016, at least 35% of incoming students have consistently been ranked in the top 10% of their high school classes.

1.3: Total Headcount Enrollment

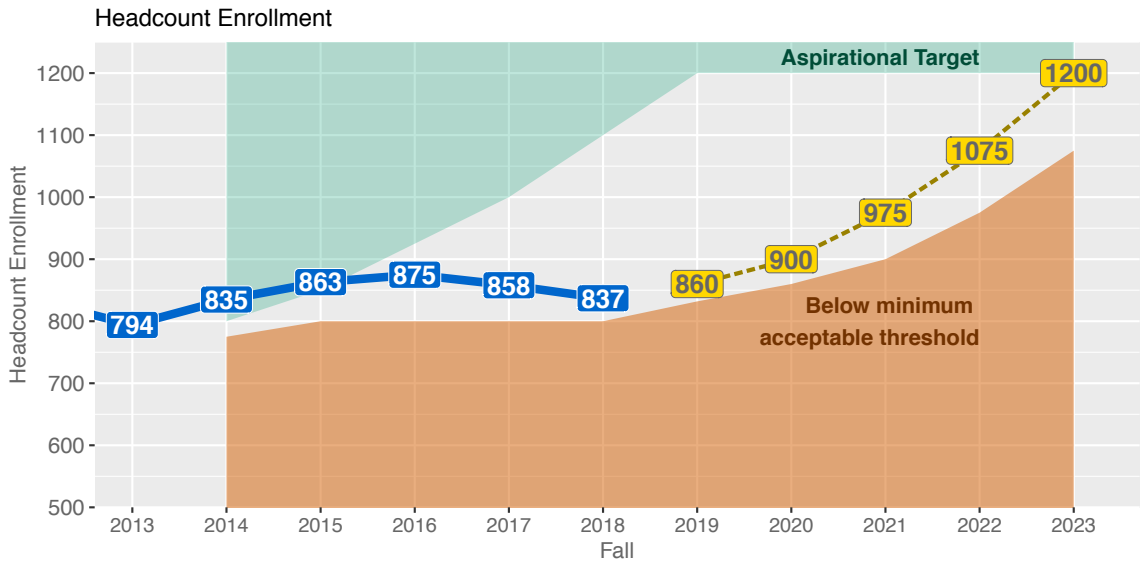
a. Definition: Headcount undergraduate and graduate enrollment during the Fall term.

b. Source: This data is reported to the Florida State University Database System (SUDS) and included in the Common Data Set.

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability
- Metric: The 2018-28 Strategic Plan and 2016 Growth Plan both focused on increasing enrollment to 1200 students by 2023-24.
- Minimum acceptable threshold: Minimum acceptable thresholds were set in 2014 by the Office of Admissions. In 2014, this threshold was 775 students. From 2015-2018, the threshold was increased to 800. The minimum acceptable thresholds for 2019-23 have been set so that the College must increase enrollment each year until it reaches its goal of 1200 students by 2023.
- Aspirational target: Beginning with 2019, the aspirational target has been set at 1200 students.
- Future targets: Future targets were established by the NCF Enrollment Management Committee to reach 1200 students by 2023. These targets have been approved by the NCF Board of Trustees and the Board of Governors.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, NCF's performance has exceeded the minimum acceptable threshold in each of the past six years.

1.4: Number of FTIC and new transfer students enrolled each year

a. Definition: Headcount of first-time-in-college (FTIC) and transfer students new to NCF each Fall.

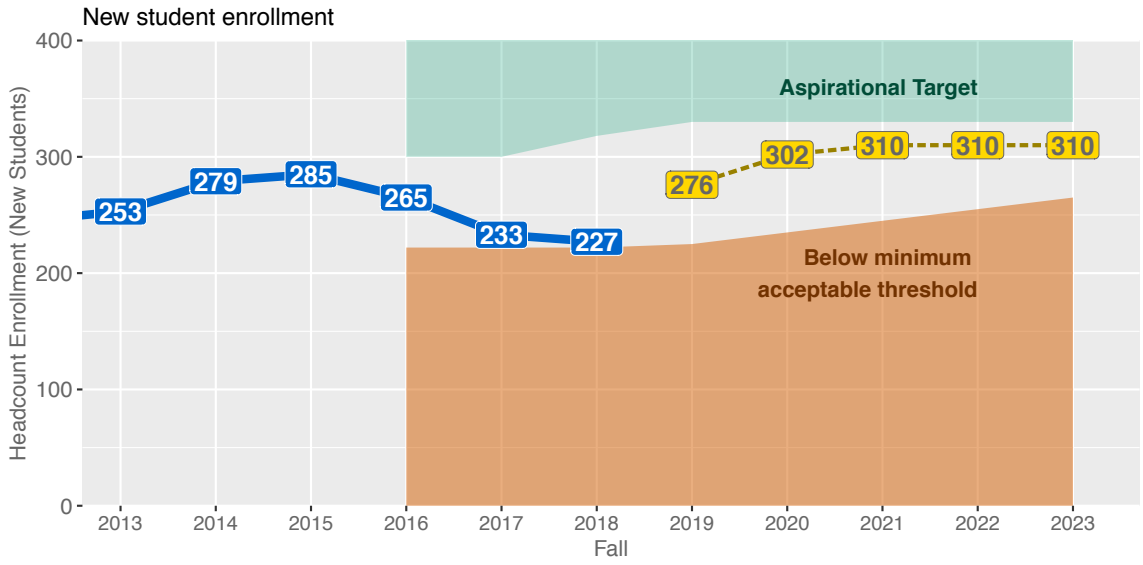
b. Source: This data is reported to the Florida State University Database System (SUDS) and included in the Common Data Set.

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability

- Metric: To reach the 2018-28 Strategic Plan goal of enrolling 1200 students by 2023-24, NCF must attract and recruit new students each year.
- Minimum acceptable threshold: Minimum acceptable thresholds (of 222 students) were set in 2016 by the Office of Admissions. Beginning with Fall 2019, minimum acceptable thresholds increase to 225 (Fall 2019), 235 (Fall 2020), 245 (Fall 2021), and 255 (Fall 2022).
- Aspirational target: Aspirational targets were set at 300 students (Fall 2016, Fall 2017), 318 (Fall 2018), 330 (Fall 2019 through Fall 2022). These targets were set to reach the total headcount enrollment target of 1200 by 2023-24.
- Future targets: Future targets were established by the NCF Enrollment Management Committee to reach 1200 students by 2023. These targets have been approved by the NCF Board of Trustees and the Board of Governors.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, NCF's performance has exceeded the minimum acceptable threshold in each of the past six years. Because Fall 2018 performance was very close to this threshold (during a transition in our Enrollment Services leadership), the College partnered with outside consultants to assist with recruitment and marketing.

1.5: Percent of incoming class who are Latinx, African American, Asian, Out-of-State, International

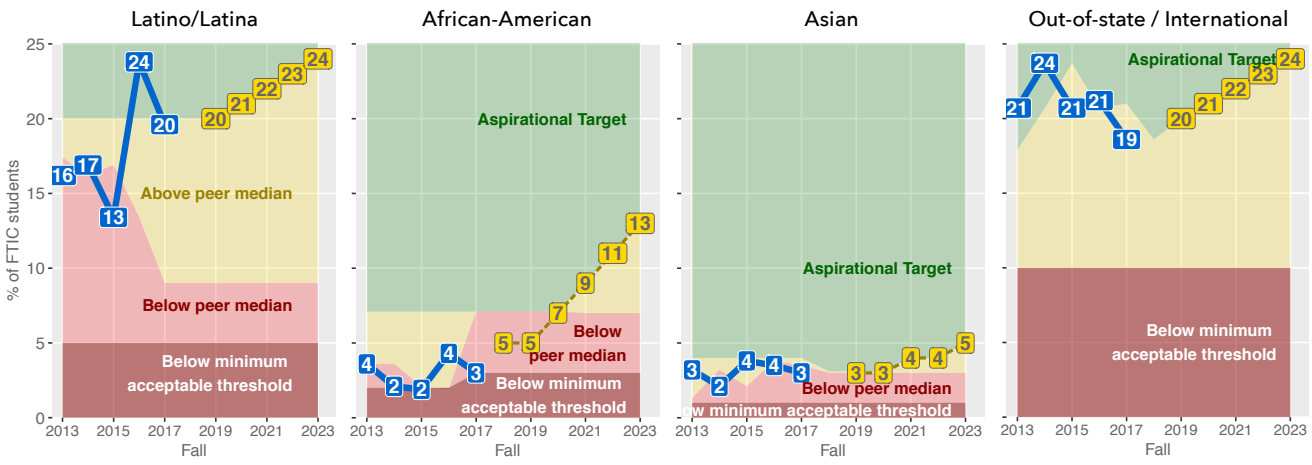
a. Definition: The Percent of degree-seeking, first-time, first-year students in the following categories enrolled each Fall term: Latino/Latina, African-American, Asian, Out-of-State, International

b. Source: The Office of Institutional Research and Assessment

c. Published: NCF website (Fact Book tables B2 and B2c; Equity Report)

d. Rationale for the metric and thresholds of acceptability
- Metric: This metric aligns with the 2018-28 Strategic Plan goal to "Enroll students who reflect Florida's racial and economic diversity."
- Minimum acceptable threshold: Minimum acceptable thresholds were set by the NCF Enrollment Management Committee based on an analysis of past performance.
- Aspirational target: For this metric, aspirational targets represent the annual targets set by the NCF Enrollment Management Council.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric

The blue lines in each chart represent NCF's performance relative to:
- Minimum acceptable thresholds (dark red shaded region)
- The median of our 12 peer institutions (line between yellow and pink regions)
- Aspirational targets (green-shaded region).

The charts indicate that with the exception of African-American students, NCF has consistently exceeded its minimum acceptable thresholds of performance. The percent of Latinx and out-of-state / international students occasionally met the aspirational targets. For African-American students, performance has bounced off the minimum acceptable threshold limit three times over the past six years.

2.1: Four-year graduation rate

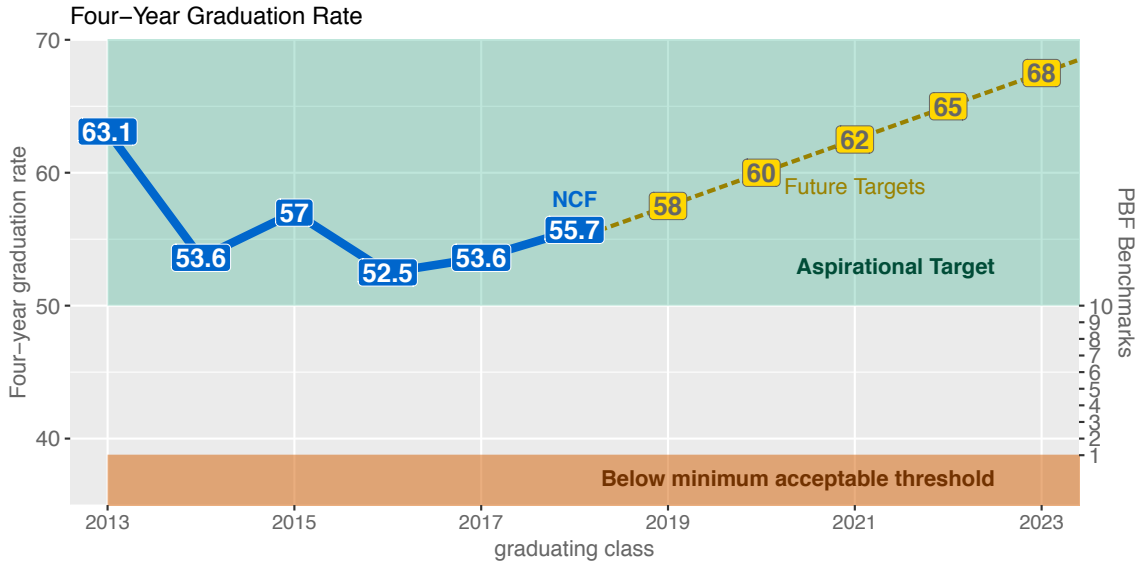
a. Definition: The percent of first-time-in-college students who graduated by the summer term of their fourth year.

b. Source: This data is reported to the Florida State University Database System (SUDS) and included in the Common Data Set.

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability
- Metric: Achieving a four-year graduation rate of 80% is a key goal in the 2018-28 Strategic Plan. Four-year graduation rates are also a main focus of the Florida Board of Governors.
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point (38.8%).
- Aspirational target: This corresponds to 10 PBF excellence points (50%).
- Future targets: Future targets were set to ensure NCF would meet its 2018-28 Strategic Plan goal of surpassing an 80% four-year graduation rate for the 2023-24 incoming class.

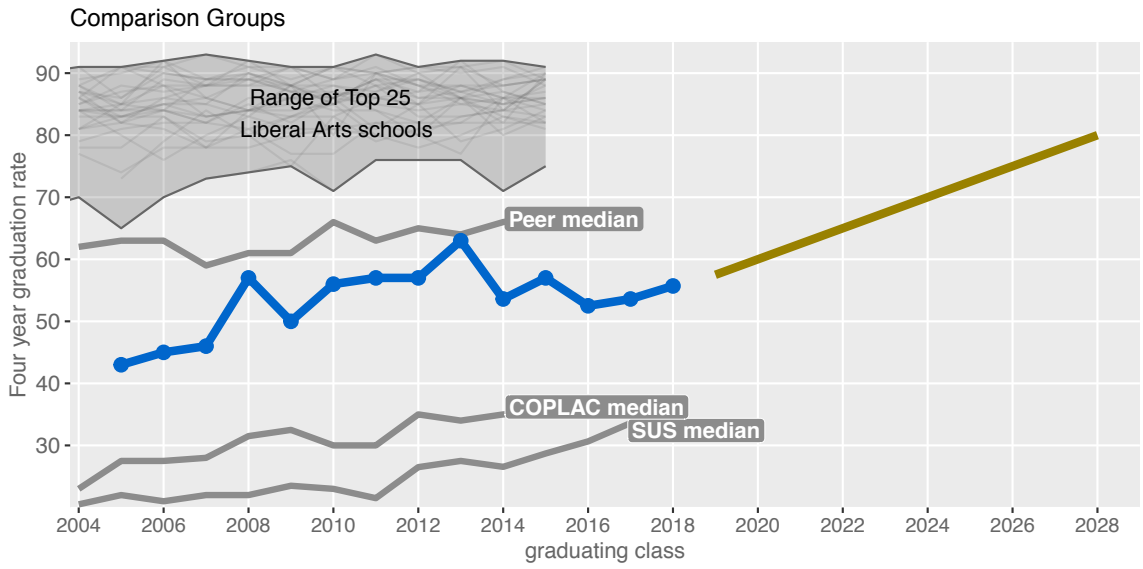
e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, NCF's four-year graduation rate has surpassed the state's aspirational target in each of the past six years. Performance has improved over the past three years.

The four-year graduation rate for NCF's 2019 graduating class was 57.9%, just shy of the 58% target but still well-above the aspirational target of the Florida State University System.

The chart on the next page displays NCF's performance on this metric in relation to four comparison groups.



NCF's performance (blue line) has exceeded that of the median COPLAC and SUS median, but falls short of the peer institution median and the top 25 liberal arts colleges. If NCF can hit its future targets (gold line), NCF will perform at a level similar to that of the top 25 liberal arts institutions.

2.2: Academic Progress (Retention) Rate

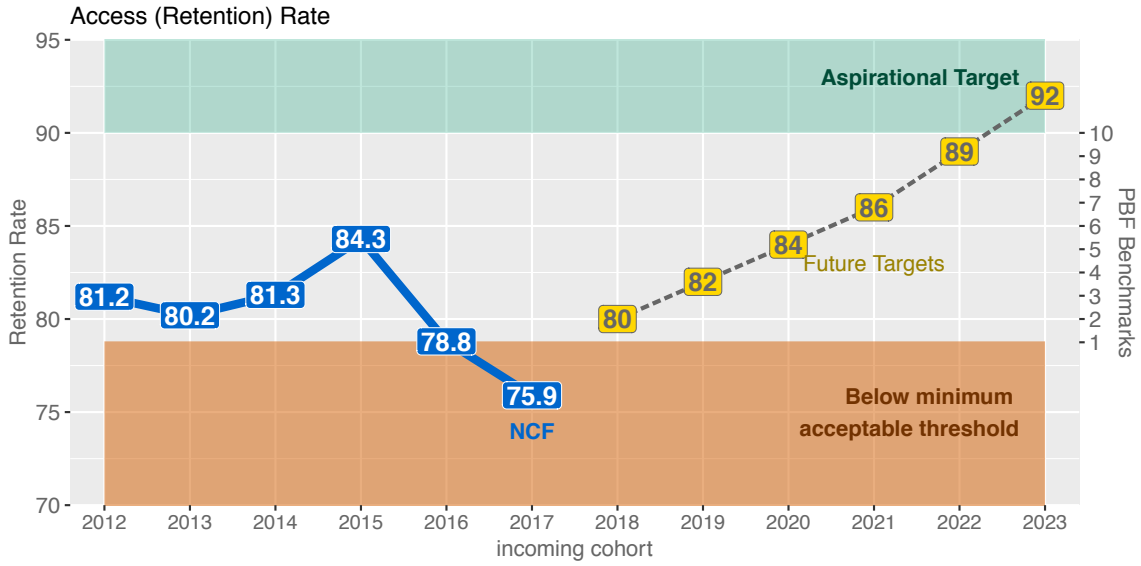
a. Definition: Percent of FTIC students who enrolled full-time during the Fall term and enrolled again at New College during the Fall term of the next year.

b. Source: This data is reported to the Florida State University Database System (SUDS) and included in the Common Data Set.

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability
- Metric: Achieving a four-year graduation rate of 80% is a key goal in the 2018-28 Strategic Plan. To achieve this, first-to-second year retention rates must exceed 90%.
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point (78.8%).
- Aspirational target: This corresponds to 10 PBF excellence points (90%).
- Future targets: Future targets were set to ensure NCF's retention rate would be high enough to meet its four-year graduation rate targets.

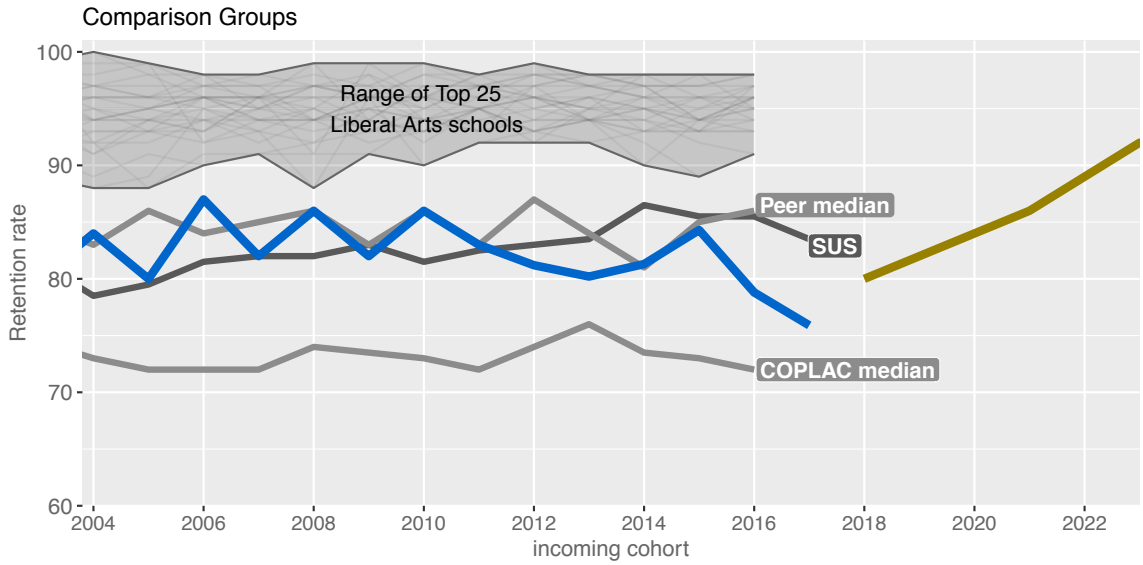
e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, NCF's retention rate met or surpassed the minimum acceptable threshold in five of the past six years. It's expected that the 2018-19 retention rate will be above 80%.

To meet this expectation, senior leadership at NCF hosted a series of campus-wide town hall meetings. As a February 28, 2019 email from President O'Shea indicates, the town halls focused on discussions of tactics NCF can use to increase student enrollment and improve retention.

The chart on the next page displays NCF's performance on this metric in relation to four comparison groups.



NCF's performance (blue line) has exceeded that of the median COPLAC institution, showing NCF is in the top-half of public liberal arts colleges. Recently, though, NCF's performance has lagged that of the other SUS institutions and its peer institutions. To reach a level of performance similar to that of the top 25 liberal arts schools in the nation, NCF must achieve its future targets.

2.3: Percent of degrees in programs of strategic emphasis

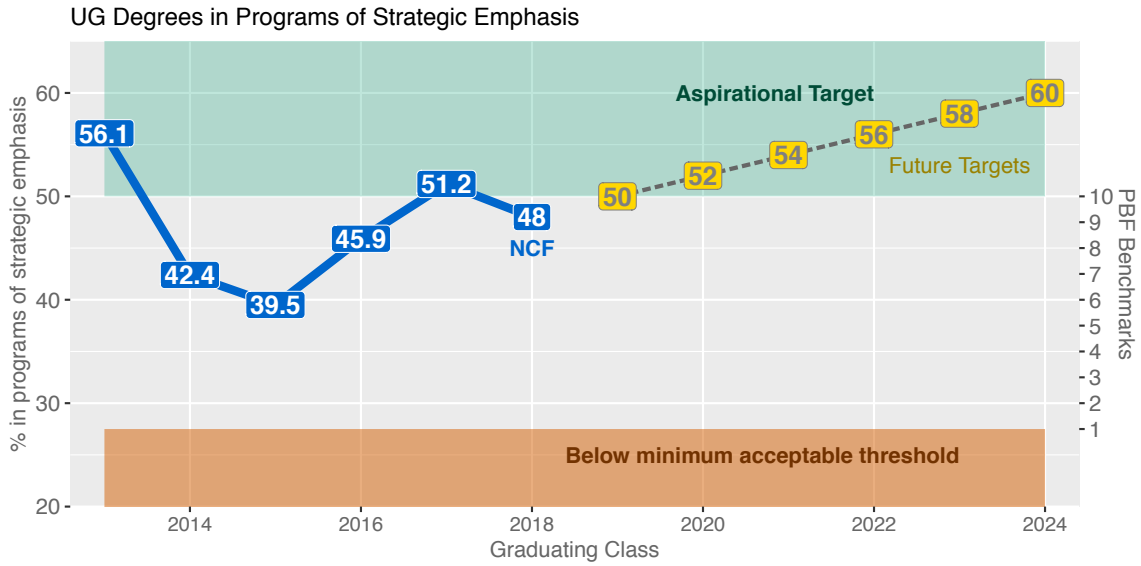
a. Definition: Percent of baccalaureate degrees awarded within the programs within the programs designated by the Board of Governors as Programs of Strategic Emphasis. For NCF, students graduating with concentrations in STEM disciplines or international/global disciplines count toward this metric.

b. Source: This data is reported to the Florida State University Database System (SUDS).

c. Published: NCF website (Accountability Plans and Fact Books)
Florida Board of Governors website (SUS Accountability Plan)

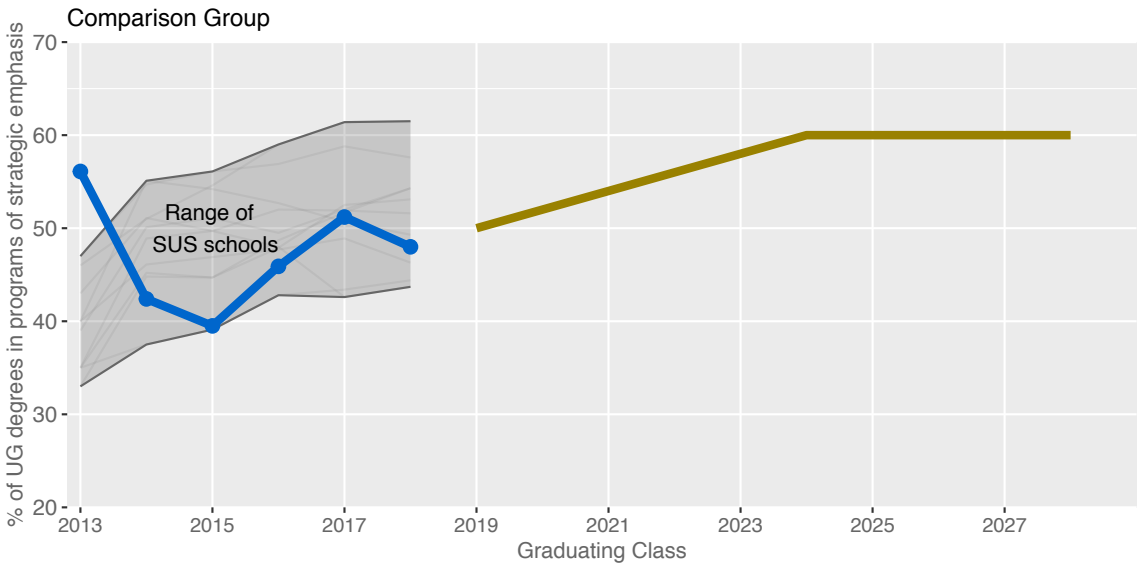
d. Rationale for the metric and thresholds of acceptability
- Metric: Performance on this metric aligns directly with the NCF 2018-28 Strategic Plan tactic to "Develop attractive academic programs that are important to Florida."
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point (27.5%).
- Aspirational target: This corresponds to 10 PBF excellence points (50%).
- Future targets: Future targets were set to ensure NCF would continue to increase its production of students graduating in programs of strategic emphasis.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the above chart shows, NCF's retention rate surpassed the minimum acceptable threshold in each of the past six years. Twice, NCF performance met the aspirational target.

The chart on the next page displays NCF's performance on this metric in relation to the range of other members of the State University System.



Considering that NCF does not offer degrees in education, nursing, or other professional programs that count toward this metric, NCF compares well to the other SUS institutions.

2.4: Percent of FTIC graduates completing 3 or more high-impact practices

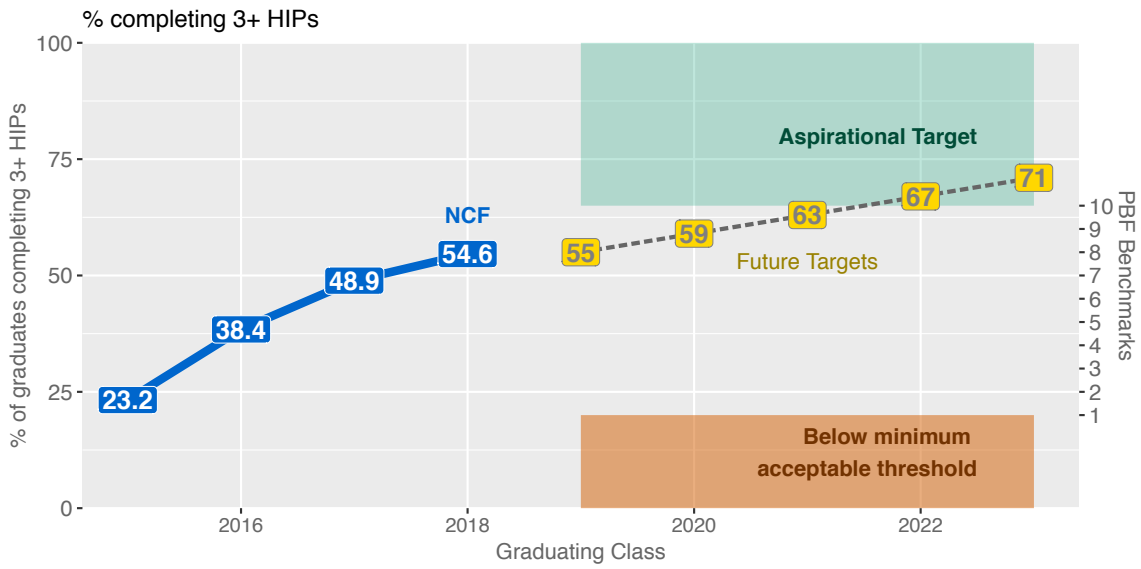
a. Definition: Percent of FTIC graduates completing three or more High-Impact Practices (HIPs) at NCF. HIPs are defined in a separate document [HIP Proposal].

b. Source: This data is reported to the Florida State University Database System (SUDS).

c. Published: NCF website (Accountability Plans)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability
- Metric: Performance on this metric aligns directly with the NCF 2018-28 Strategic Plan tactic to "Engage students in High-Impact Practices." This metric replaced "percent of students completing a senior thesis" in the PBF system in 2019.
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point (20%).
- Aspirational target: This corresponds to 10 PBF excellence points (65%).
- Future targets: Future targets were set to after analyzing past performance and planning future HIP offerings to students.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
Since this is a new metric, aspirational targets and minimum acceptable thresholds were not available for students graduating prior to 2019. Comparing past performance to future thresholds indicates NCF's performance will likely exceed the minimum acceptable threshold and could reach the aspirational targets soon.

2.5: Student Satisfaction

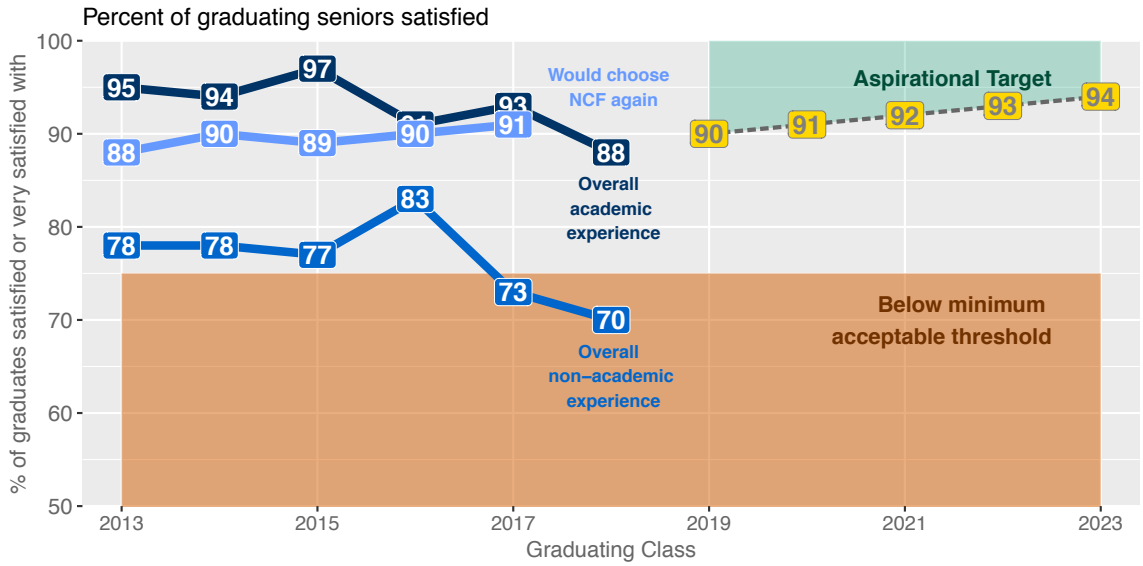
a. Definition: Percent of graduating seniors who are satisfied (or very satisfied) with New College of Florida (including academic and non-academic experiences).

b. Source: This data is collected through the Baccalaureate Student Survey (administered by the Office of Institutional Research and Assessment). Data for the "would choose NCF again" question come from the National Survey of Student Engagement.

c. Published: NCF website (Student Achievement; NSSE results)

d. Rationale for the metric and thresholds of acceptability
- Metric: Student satisfaction provides a general measure of NCF's performance on How #2 of the 2018-28 Strategic Plan. It will indicate whether NCF has created "a campus where students want to be" and whether NCF is able to "immerse students in curricula that inspires."
- Minimum acceptable threshold: Based on an analysis of data from 2002-2011, a threshold of 75% was selected as the minimum acceptable threshold.
- Aspirational target: An aspirational target of 90% (increasing to 94% for graduates in 2023) was established in the NCF 2018-28 Strategic Plan.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric

For the past six years, student satisfaction with the academic program has remained somewhat stable, as approximately 90% of graduating seniors report being satisfied or very satisfied with their overall academic experiences at NCF. Likewise, approximately 90% of graduating seniors report that if they started over, they would choose to attend NCF again.

Student satisfaction with the overall non-academic experience has dropped in recent years, as only 70% of the 2018 graduating class reported being satisfied or very satisfied. Based on these results, the 2018-28 NCF Strategic Plan included a target of "improving customer service" to "make campus a place where students want to be." Through the tactics identified in the Strategic Plan, it is expected that student satisfaction with the non-academic experience will improve beyond 80%.

3.1: Percent enrolled or employed (earning $25k+) within one year of graduation

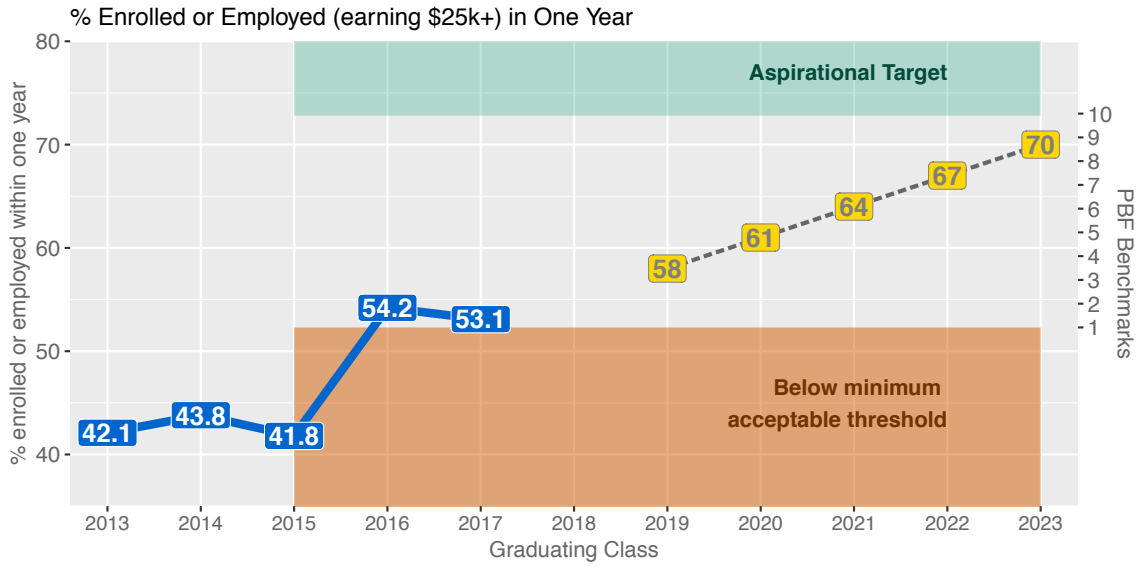
a. Definition: Percent of graduates who do at least one of the following:
   - enroll in a course by July 31 of the year following graduation (within 14 months)
   - earn at least $6,250 ($25k annualized) from April through June of the year following graduation in Puerto Rico, Washington DC, or 45 states (not AL, CA, HI, MA, or NY)
   - receive an overseas scholarship by July 31 of the year following graduation

b. Source: This data is reported to the Florida State University Database System (SUDS). Employment data comes from a Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System, Federal Employment Data Exchange (WRIS2) that consists of employment records from 45 states, the District of Columbia, and the Commonwealth of Puerto Rico. Enrollment data comes from the National Student Clearinghouse.

c. Published: NCF website (Accountability Plans)
   Florida Board of Governors website (SUS Accountability Plan)
   Florida employment data also appears on the FETPIP website

d. Rationale for the metric and thresholds of acceptability
   - Metric: This metric aligns with employment goals of the Florida State University System and the NCF 2018-28 Strategic Plan goal of making degrees more valuable by building pathways for academic and career success. The $25,000 income limit was established so that this metric only counts students who earn more than high school graduates who are employed full-time.
   - Minimum acceptable threshold: This corresponds to 1 PBF excellence point (52.3%).
   - Aspirational target: This corresponds to 10 PBF excellence points (72.8%).
   - Future targets: Future targets were set based on recent past performance.

e. Performance compared to thresholds of acceptability (plus future targets)

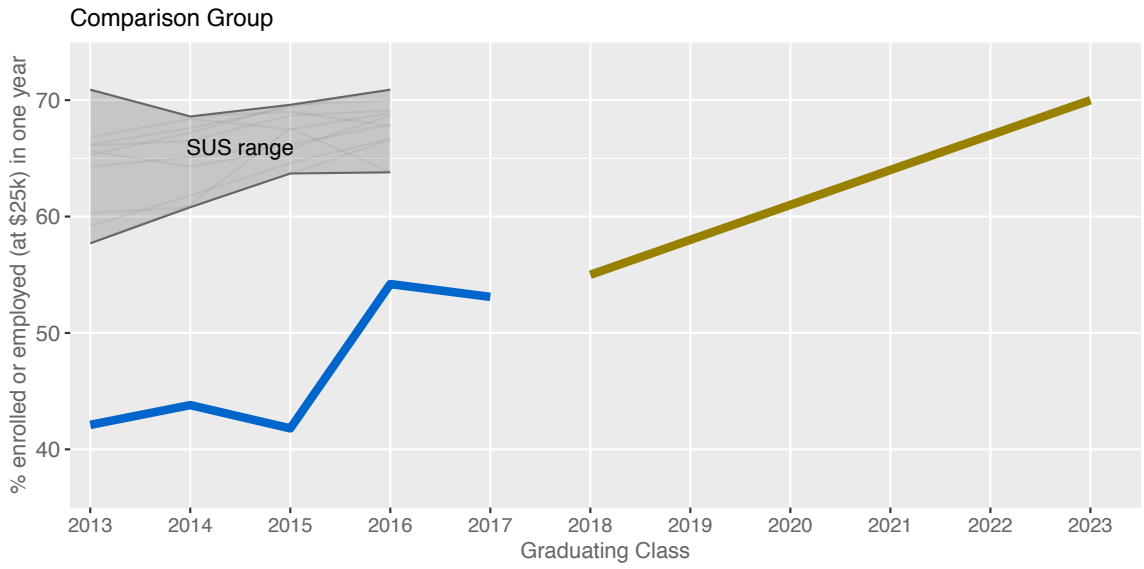


f. Summary evaluation of performance on the metric
Prior to the 2015 data, this metric measured the percent of graduates enrolled or employed (earning *full-time* wages - approximately $16,500) within one year of graduation. For the 2015 data, the

metric was modified to only count students as employed if they earned more than $25,000 annualized. The data in the above chart (the blue line) represent this updated metric.

As the chart shows, NCF failed to surpass the minimum acceptable threshold for the 2015 graduating class. Because of this, the NCF Director of Institutional Performance Assessment worked with staff in the Career Engagement and Opportunity Center to develop more focused interventions for graduates who were not immediately employed or seeking to further their education after graduating from NCF. This resulted in a large (+12.4%) gain in this metric for the 2016 graduating class. While the percent of 2017 graduates enrolled or employed within one year dipped to 53.1%, it remains above the minimum acceptable threshold of 52.3%.

The following displays NCF's performance on this metric in relation to the other members of the State University System. The chart clearly shows how NCF has lagged the other schools on this metric. Achieving future goals will put NCF near the top of the State University System.



3.2: Median salary of graduates one year following graduation

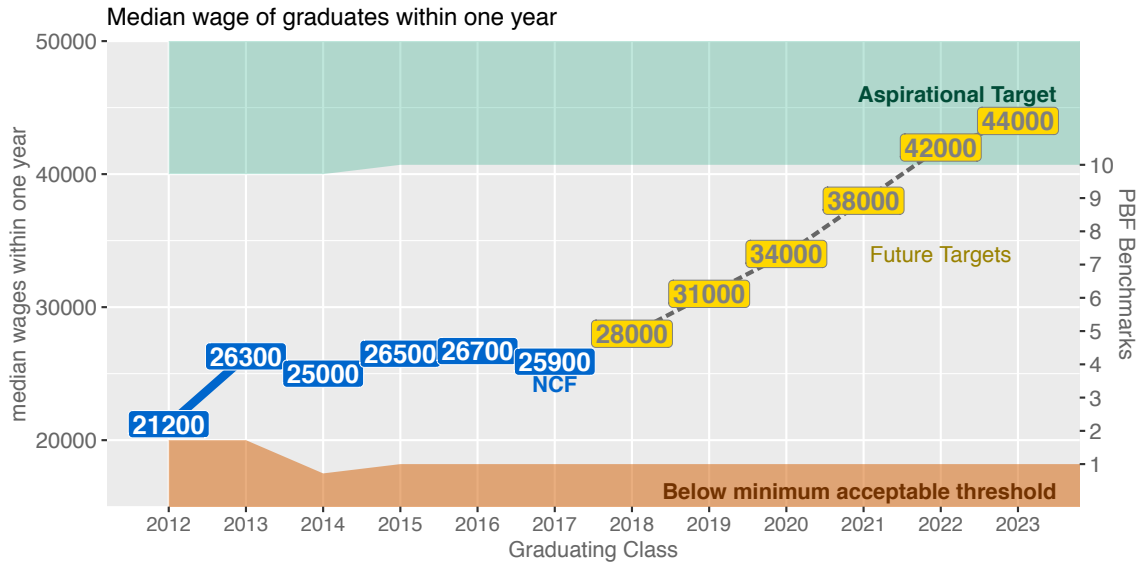
a. Definition: Median wages of graduates in the 4th fiscal quarter (April-June) after graduation who:
   - were employed full-time (making at least minimum wage)
   - were employed in the U.S. (Puerto Rico, D.C., or any state except AL, CA, HI, MA, NY)
   - were not self-employed or employed by the military
   - have a valid Social Security number

b. Source: This data is reported to the Florida State University Database System (SUDS). Wage data comes from a Florida Education & Training Placement Information Program analysis of Wage Record Interchange System, Federal Employment Data Exchange that consists of employment records from 45 states, the District of Columbia, and the Commonwealth of Puerto Rico.

c. Published: NCF website (Accountability Plans)
   Florida Board of Governors website (SUS Accountability Plan)

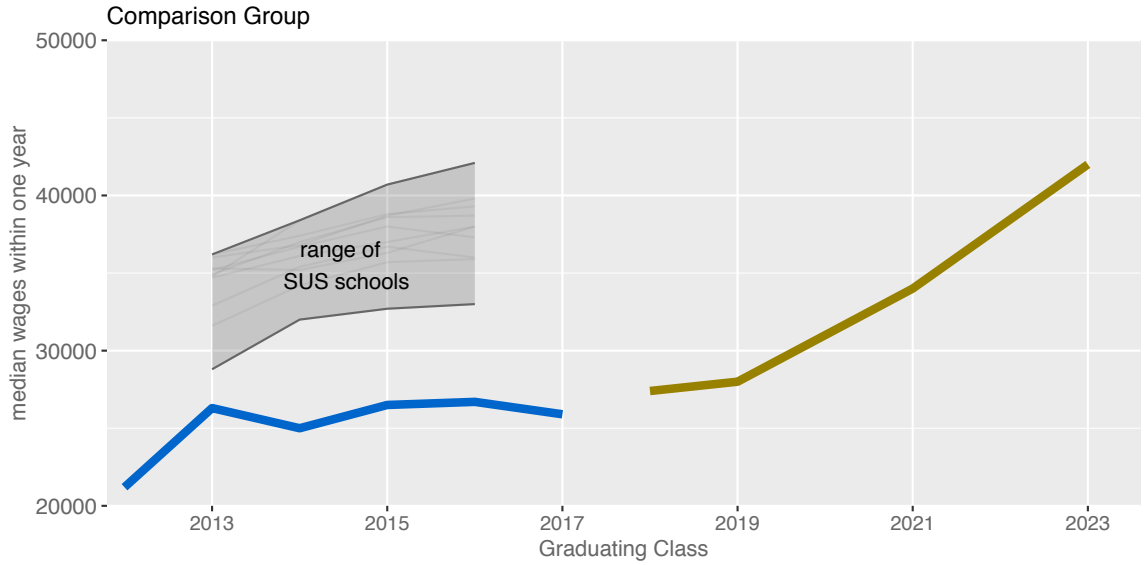
d. Rationale for the metric and thresholds of acceptability
   - Metric: This metric aligns with employment goals of the Florida State University System and the NCF 2018-28 Strategic Plan goal of making degrees more valuable by building pathways for academic and career success.
   - Minimum acceptable threshold: This corresponds to 1 PBF excellence point ($18,200). The benchmarks were set by the Board of Governors after reviewing data from the entire State University System.
   - Aspirational target: This corresponds to 10 PBF excellence points ($40,700).
   - Future targets: Future targets were set based on recent past performance.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the chart shows, the median wages of NCF graduates has surpassed the minimum acceptable threshold in each of the past five years. While future targets appear aspirational, an increasing number of students graduating in higher-paying STEM disciplines should help NCF achieve these targets.

The following displays NCF's performance on this metric in relation to the other members of the State University System. The chart clearly shows how NCF has lagged the other schools on this metric. Achieving future goals will put NCF near the top of the State University System.



3.3: Cost to the student: net tuition and fees per 120 credit hours

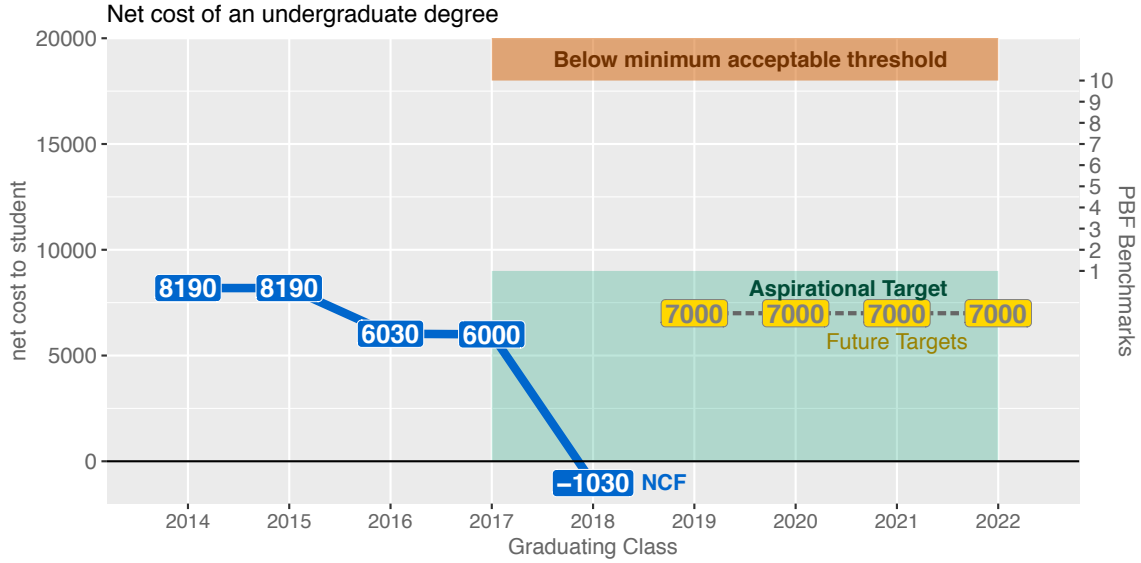
a. Definition: Average net cost for a baccalaureate degree = (Sticker Price) – (Financial Aid)
Sticker price = (Tuition + Fees + Book cost per hour) x (total hours attempted by FTIC graduates)
Financial aid = (scholarships + grants + waivers per hour) x (124 hours to graduate from NCF)

b. Source: This data is reported to the Florida State University Database System (SUDS). Data also come from the Florida Legislature's annual General Appropriations Act and university required fees.

c. Published: NCF website (Accountability Plans)
Florida Board of Governors website (SUS Accountability Plan)

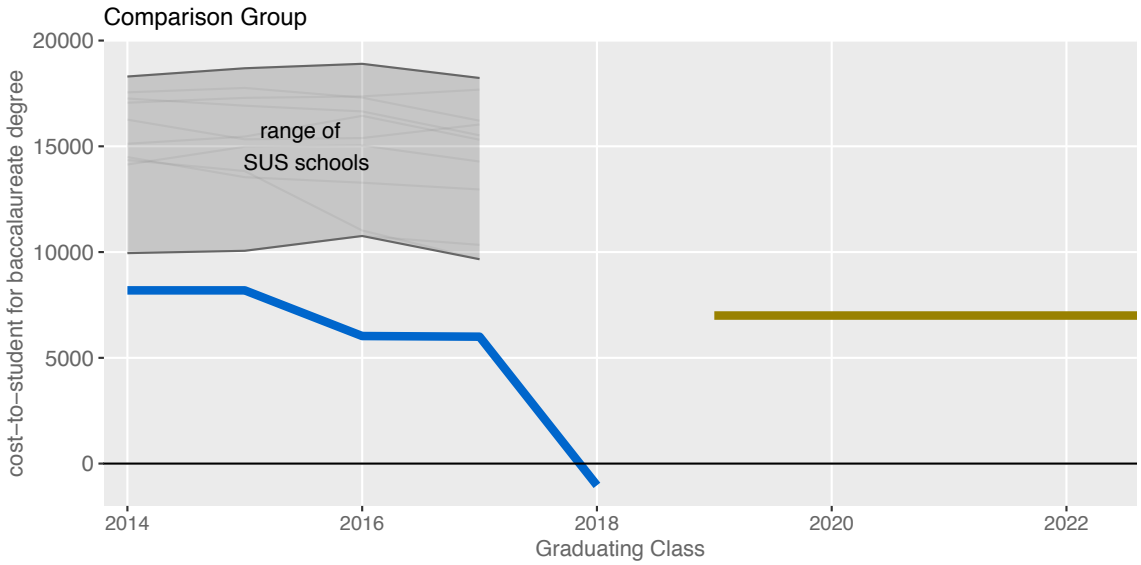
d. Rationale for the metric and thresholds of acceptability
- Metric: This metric aligns with NCF's goals of accessibility and making degrees more valuable (by reducing student debt). Keeping costs low is also correlated with increased retention and graduation rates.
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point ($18,000).
- Aspirational target: This corresponds to 10 PBF excellence points ($9,000).
- Future targets: Future targets were set based on recent past performance.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric
As the chart shows, the median wages of NCF graduates has surpassed the minimum acceptable threshold – and, in fact, surpassed the aspirational target – every year since this metric was established. In fact, for the 2018 graduating class, the net cost of attendance was less than zero. This value does not, however, include student room and board costs.

The following displays NCF's performance on this metric in relation to the other members of the State University System. The chart clearly shows that the cost of an undergraduate degree from NCF is much lower than that of the other universities.


Comparison Group
20000
15000
10000
5000
0
cost−to−student for baccalaureate degree
range of
SUS schools
2014
2016
2018
2020
2022
Graduating Class

3.4: Percent of baccalaureate degrees awarded without excess hours

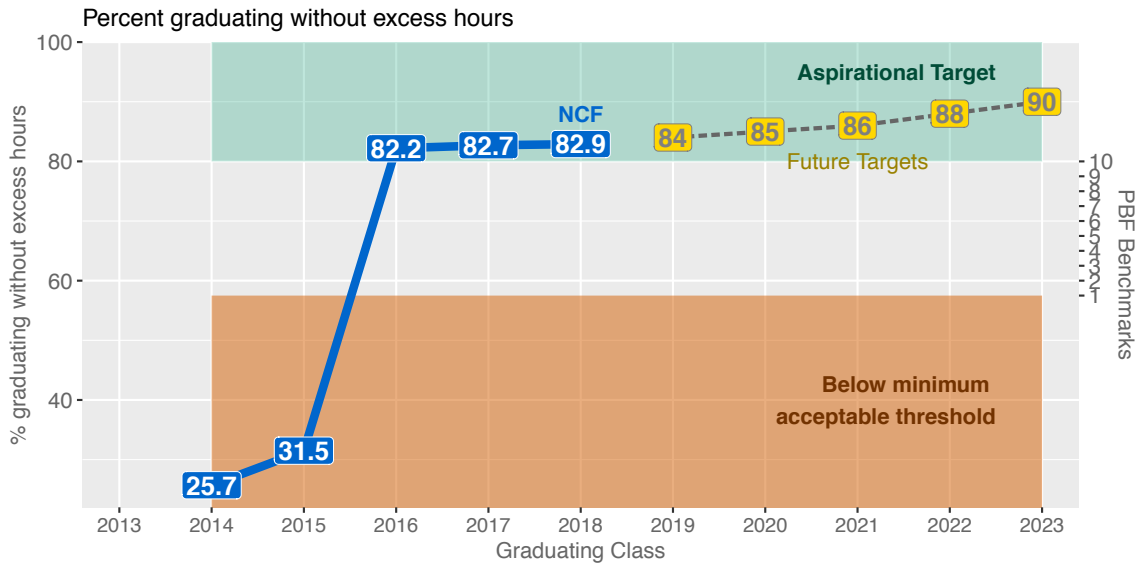
a. Definition: Percent of baccalaureate degrees awarded within 110% of the credit hours required for a degree (the equivalent of <136 hours for NCF). In accordance with Florida Statute 1009.286, this metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the ROTC program.

b. Source: This data is reported to the Florida State University Database System (SUDS).

c. Published: NCF website (Accountability Plans)
Florida Board of Governors website (SUS Accountability Plan)

d. Rationale for the metric and thresholds of acceptability
- Metric: To meet institutional four-year graduation rate targets and to keep net costs down, NCF must ensure students aren't taking unnecessary credit hours.
- Minimum acceptable threshold: This corresponds to 1 PBF excellence point (57.5%).
- Aspirational target: This corresponds to 10 PBF excellence points (80%).
- Future targets: Future targets were set based on recent past performance.

e. Performance compared to thresholds of acceptability (plus future targets)



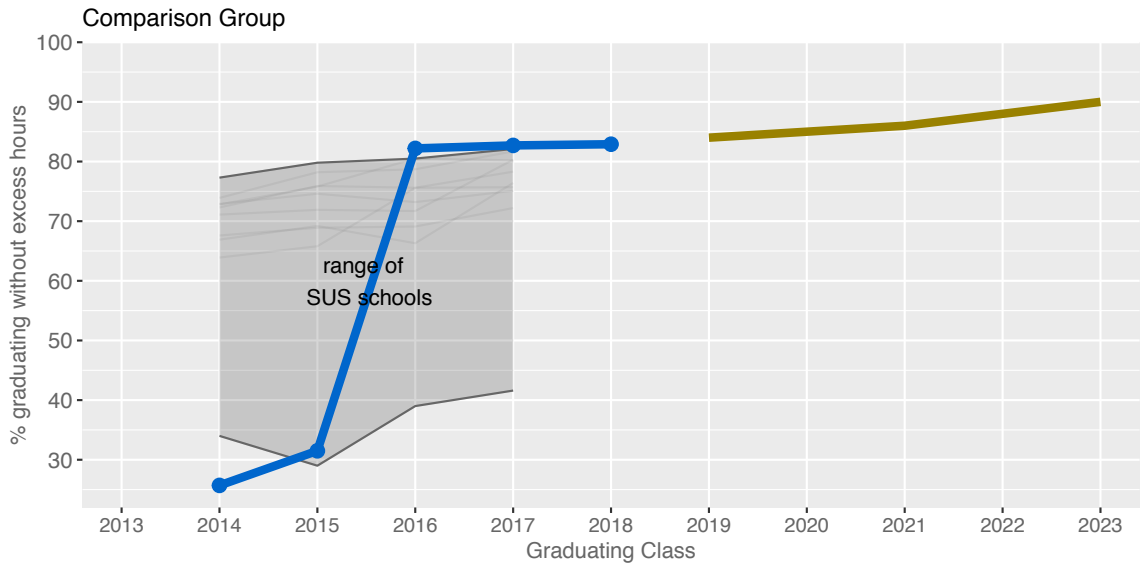
f. Summary evaluation of performance on the metric
As the chart shows, NCF failed to surpass the minimum acceptable threshold in 2014 or 2015. This was due to NCF's block tuition system. Students who were taking an eight semester at NCF were being charged for the equivalent of a block of 16 credit hours, which means they would graduate with the equivalent of 140 credit hours (over the 136-credit hour limit for excess hours).

Seeing as how NCF had the lowest average time-to-degree in the State University System (at 3.8 years to graduate, on average), it didn't make sense for NCF to be one of the lowest-performing school in the system. To rectify this, the NCF Board of Trustees approved a proposal to charge

students for only 12 credit hours in the eight-semester. This means that students taking a full four years (8-semesters) to graduate would finish with 136 credit hours (and would not be identified as graduating with excess hours).

The chart shows that this strategy worked, as the percent of students graduating without excess hours increased from 25.7% in 2014 to more than 80% by 2016.

The following displays NCF's performance on this metric in relation to the other members of the State University System. The chart shows how NCF improved from one of the lowest-performing schools on this metric to one of the top-performing schools.



3.5: PhD yield rate (proportion of NCF graduates who earn PhDs within 9 years)

a. Definition: As defined by the National Science Foundation, the institutional yield rate is equal to:

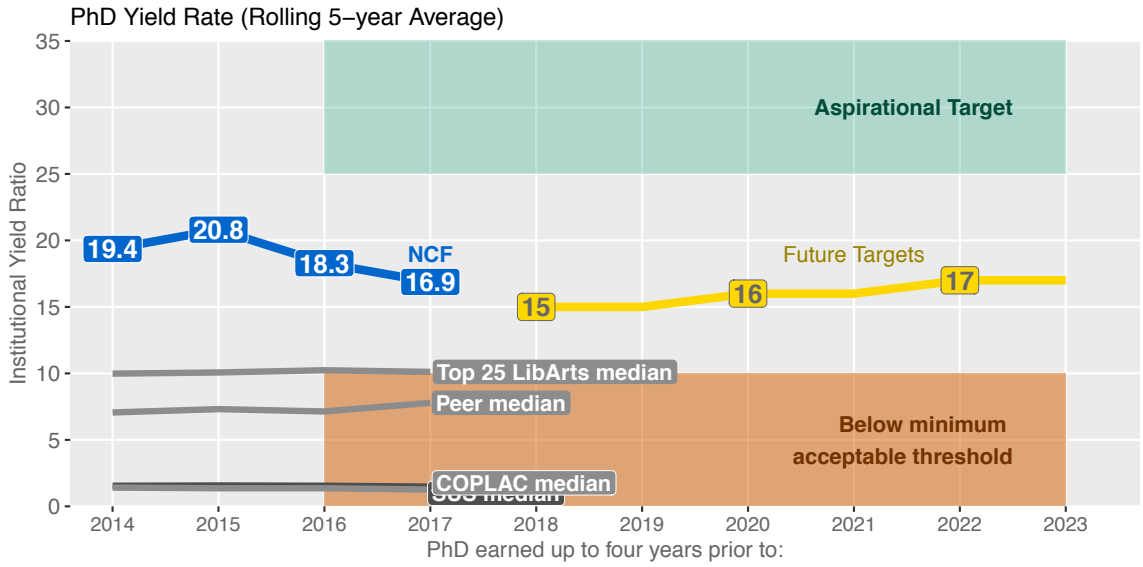
$$\text{Institutional yield rate} = \frac{\text{\# of NCF alumni who earn PhDs in a given year}}{\text{\# of baccalaureate degrees awarded at NCF 9 years earlier}}$$

b. Source: This data comes from the National Science Foundation Survey of Earned Doctorates (using their interactive data tables)

c. Published: NCF website (Student Achievement document)

d. Rationale for the metric and thresholds of acceptability
- Metric: As a liberal arts honors college, NCF has reason to believe a relatively high proportion of students go on to earn doctoral degrees.
- Minimum acceptable threshold: Based on previous performance – and the performance of comparison groups – this threshold was set at 10%.
- Aspirational target: This target was set at 25%.
- Future targets: Future targets were set based on recent past performance.

e. Performance compared to thresholds of acceptability (plus future targets)



f. Summary evaluation of performance on the metric

To smooth-out variations due to the relatively small number of students earning PhDs each year, the above chart displays a rolling five-year average PhD yield rate. This has ranged from 16.9% to 20.8% for NCF over the past four years, placing NCF above the minimum acceptable threshold and below the aspirational target.

Compared to other institutions in the State University System, other public liberal arts (COPLAC) institutions, peer institutions, and the top 25 liberal arts colleges, NCF performs exceedingly well on this metric.

Key Completion Indicator: IPEDS (Traditional) Overall Graduation Rate

As stated in and August 15, 2018 email from Dr. Belle Wheelan, President of SACSCOC:

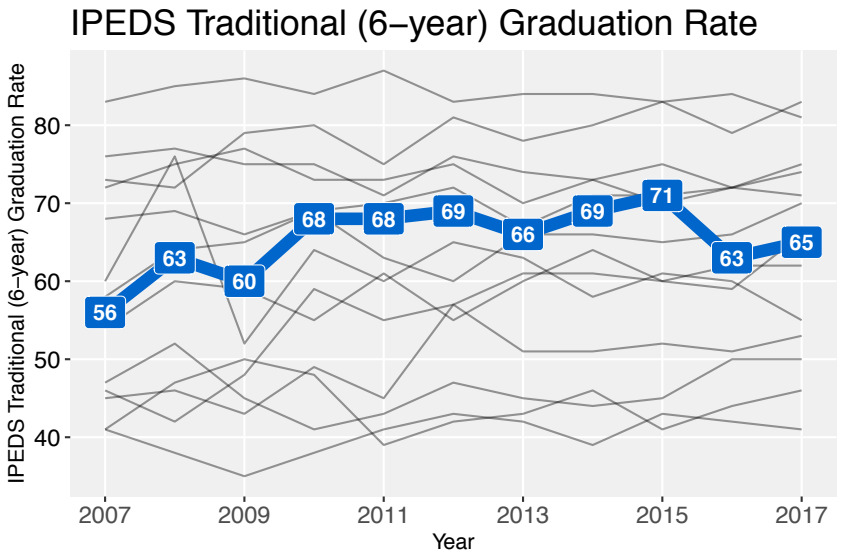
> *We ask that institutions include a discussion of student success dynamics on the selected key completion indicator in the Compliance Certification as a part of their response to Core Requirement (CR) 8.1 (Student achievement) of the Principles of Accreditation (2018). Evaluation committees will use this information as contextual reference points to inform their reviews of institutional cases for compliance with CR 8.1.*

NCF chose the IPEDS (Traditional) Overall Graduation Rate as the most appropriate completion indicator (due to NCF's full-time, residential, undergraduate student population). The following table displays the Key Completion Indicator data NCF has received from SACSCOC, plus data downloaded from IPEDS:

IPEDS (Traditional) Overall Graduation Rate

Graduation Year:	2014	2015	2016	2017	2018
New College of Florida	69%	71%	63%	65%	60%
Peer institution (n=13) average	62%	62%	63%	64%	not available
Peer institutions: Eckerd College, Flagler College-St Augustine, Furman University, Georgia College and State University, Rhodes College, Rollins College, Southwestern University, The University of Virginia's College at Wise, University of Mary Washington, University of Montevallo, University of North Carolina at Asheville, University of South Carolina-Aiken, Warren Wilson College					

The same data going back to 2007 are displayed below. NCF's six-year graduation rate is highlighted in blue; each grey line represents one of the thirteen peer institutions:



The table and chart show that NCF's traditional six-year graduation rate has met or exceeded the average of these 13 selected peer institutions going back to 2008.

Setting targets

While minimum acceptable thresholds and aspirational targets are often set by the Board of Governors (BOG) Performance-Based Funding system benchmarks, NCF sets annual targets for each student achievement metric. These annual targets are established by the Director of Institutional Performance Assessment working in conjunction with the Office of Institutional Research and Assessment. Based on data

from previous years and peer institutions, these annual targets are then proposed to the President and senior leadership. With approval from senior leadership, the annual targets are published in annual Accountability Plans approved by the NCF Board of Trustees and Florida BOG each year.

Other metrics

New College of Florida offers no programs that lead to licensure or certification. Because of this, NCF has no licensure or certification exam scores to publish.

Conclusion

Through the state's Performance-Based Funding system metrics and five additional metrics identified in the institutional Strategic Plan, New College of Florida identifies and evaluates student achievement goals and outcomes appropriate to its mission, students, and programs offered. These goals and outcomes are published in annual Accountability Plans (available on the ncf.edu website) and in a Student Achievement summary document linked from the sacscoc.org website.

Supporting Evidence (in order of appearance)
1) Student Achievement Metrics document
2) Florida Statute 1008.31(1)(e)(2)
3) Florida Statute 1001.92
4) Board of Governors Regulation 5.001
5) BOG Performance Funding Model Overview document
6) Definitions of the PBF metrics
7) Benchmarks for performance
8) 2015 PBF Changes
9) 2016 PBF Changes
10) 2017 PBF Changes
11) 2018 PBF Changes
12) 2019 PBF Changes
13) BOG Regulation 2.002
14) ncf.edu Accountability Plans listing
15) Florida Board of Governors website
16) 2019 Accountability Plan
17) 2018 Accountability Plan
18) 2017 Work Plan
19) 2018-28 New College of Florida Strategic Plan
20) Fifteen student achievement metrics from Strategic Plan
21) Student Achievement Metrics document
22) College Navigator
23) U.S. Department of Education Pell data
24) State legislation – Pell metric change
25) Town Hall notes 2019-02-27
26) BOG Programs of Strategic Emphasis
27) List of High-Impact Practices
28) FETPIP website
29) WRIS2 website
30) FETPIP Data
31) NSF Institutional Yield Rate definition
32) NSF Data Tables
33) Key Completion Indicator data NCF has received from SACSCOC

8.2: Student outcomes

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

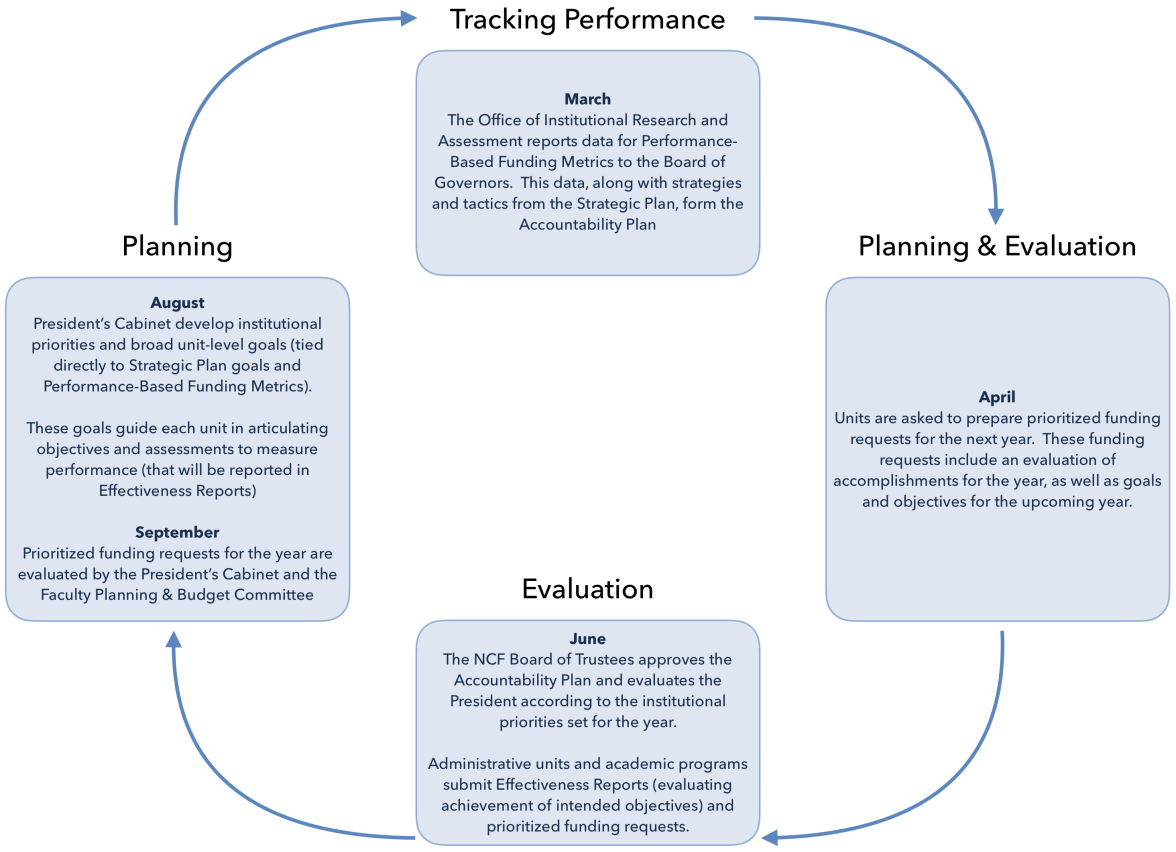
a. student learning outcomes for each of its educational programs,
b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,
c. academic and student services that support student success.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through institutional effectiveness processes – annual administrative Effectiveness Reports, academic Effectiveness Assessment reports, academic program reviews, and the budget prioritization and allocation processes – New College of Florida (NCF) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and seeks improvement based on the analysis of assessment results for its educational programs, undergraduate general education program (the Liberal Arts Curriculum), and academic and student support services.

The following diagram (which also appears in the compliance argument for SACSCOC Principles 7.1 and 7.3) summarizes NCF's annual cycle of planning, evaluation (assessment), and budgeting. In short, each academic and student support program articulates goals and objectives by August and reports results (and uses of those results) by the next July. These results are considered in September as the College evaluates budget prioritization requests and allocates funding for improvement.



8.2a: Student outcomes: educational programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. student learning outcomes for each of its educational programs.

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Through regular assessment and program review activities, New College of Florida ensures each of its educational programs articulates expected student learning outcomes and regularly assesses the extent to which those outcomes are achieved. This assessment information appears in Academic Learning Compacts, curriculum maps, Effectiveness Assessment reports, and program review documents. Recently, NCF has shifted from a culture of assessment (in which programs *seek* improvement) to a culture of learning (in which programs intentionally *evaluate* improvement) in an effort to improve student achievement.

Assessment documents from all academic program areas of concentration are provided as evidence that NCF is in full compliance with this SACSCOC Principle. Evidence of student outcomes assessment for NCF's single graduate program, the Master of Science in Data Science, is provided at the end of this narrative.

Context for educational program assessment at New College of Florida

With an enrollment of approximately 800 students, New College of Florida is small. This small size, as well as the unique features of NCF's academic program (such as the ability for students to develop individualized special program concentrations) have influenced the way in which educational programs assess achievement of student learning.

To put things into context, NCF awarded 213 baccalaureate degrees in May 2019. Transcripts show these 213 graduates completed 99 different combinations of educational programs within the six types of Areas of Concentration identified in the Catalog:

1. General Studies
2. Divisional Concentrations (Humanities, Natural Sciences, or Social Sciences)
3. Disciplinary Concentrations (similar to a typical major; e.g., Anthropology, Art, Biology, etc.)
4. Joint-Disciplinary Concentrations (e.g., Anthropology/Religion or Economics/Finance)
5. Double Areas of Concentration (similar to a double-major; e.g., Philosophy & Political Science)
6. Special Program Concentrations (individualized programs; e.g., Sound Studies or Public Policy)

47 fields of study were combined to create those 99 combinations (including 9 special program concentration disciplines). With 213 graduates across 47 fields of study, an academic program at NCF graduates, on average, fewer than 5 students per year. In fact, 15 disciplines (plus the 9 special program concentrations) graduated three or fewer students in 2019.

To ensure programs don't overgeneralize assessment results from a small number of students and chase improvement without reliable evidence, NCF has relied on a multi-year cycle to assess program student learning outcomes. From 2001 until 2017, this was operationalized as a biennial **Effectiveness Assessment** report. Beginning in 2018, NCF adopted a three-year **Improvement Plan** cycle with annual updates.

Undergraduate educational programs: assessment of student learning outcomes

This section provides evidence that each educational program offered by New College of Florida engages in meaningful, useful, appropriate, regular assessment of student learning outcomes. This section will describe how programs engage in both short-term cycles of assessment (through Effectiveness Assessment Reports and Improvement Plans) and comprehensive, longer-term, reflective assessment (through program reviews).

(a) Identification of expected student learning outcomes (SLOs)

Florida Board of Governors Regulation 8.016 requires NCF to ensure each of its baccalaureate programs articulates expected core student learning outcomes, develops methods for assessing student achievement of those outcomes, evaluates the level to which program graduates achieve those outcomes, and uses results to improve student learning and program effectiveness.

Within this Regulation, NCF is required to publish "student-friendly, jargon-free" Academic Learning Compacts, in which each baccalaureate program articulates "expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills."

Academic Learning Compacts are provided to demonstrate each undergraduate educational program at NCF has identified expected student learning outcomes:

Current Academic Learning Compacts

Anthropology	Literature
Art	Marine Biology
Art History	Mathematics (including Applied Math)
Biology	Music
Chemistry (including Biochemistry)	* Neuroscience
Classics	Philosophy
Computer Science	Physics
Economics (including Finance)	Political Science
English	Psychology
Environmental Studies	Religion
Gender Studies	Sociology
History	* Theater, Dance, Performance Studies
Language/Literature: Chinese	
Language/Literature: French	Humanities (Divisional Concentration)
Language/Literature: German	Social Sciences (Divisional Concentration)
Language/Literature: Russian	Natural Sciences (Divisional Concentration)
Language/Literature: Spanish	**General Studies
International and Area Studies	**Special Program Concentrations

* Neuroscience and Theater, Dance, and Performance Studies are new programs beginning Fall 2019

* General Studies and Special Program Concentration outcomes are individualized for each student. The process to articulate and assess student-level learning outcomes for these programs is explained in response to SACSCOC Principle 9.1: Program Content.

Academic Learning Compacts are also required to list "the types of assessments students may encounter in the program." Note that the student-level assessments listed in the Academic Learning Compacts may not be the same measures programs use to assess program-level student learning outcomes.

In accordance with the Regulation, NCF is required to provide to the Board of Governors annual status reports on student learning outcomes assessment for each baccalaureate program. As evidenced by NCF's 2017 Status Report and the final Accountability Report published for the State University System in 2017, NCF has published core learning outcomes for each of its baccalaureate programs. The Status and Accountability Reports also provide evidence that every NCF program has developed processes to evaluate student attainment of those outcomes and has used information from program reviews to improve student learning and program effectiveness.

To ensure the appropriateness of program-level student learning outcomes, each undergraduate program maintains a curriculum map that displays the alignment of intended outcomes with program curricular requirements. Sample curriculum maps for the following programs are provided to demonstrate the consistency of articulated student learning outcomes:

Sample Program Curriculum Maps

Art History	Chemistry	English	History
Biology	Chinese	Gender Studies	Music

To determine the extent to which program student learning outcomes adhere to best practices, the Office of Institutional Research and Assessment evaluated each program's outcomes in summer 2019 according to an internally-developed rubric based on guidelines articulated by the National Institute for Learning Outcomes Assessment and the New Leadership Alliance for Student Learning and Accountability. The rubric allows program outcomes to be evaluated on a scale from 0-3 to measure their student-focus, clarity and measurability, and appropriateness. The following table summarizes the result of this evaluation of program-level student learning outcomes:

	Evaluation of Program Student Learning Outcomes			
	(0) poor practice	(1) emerging	(2) good	(3) exemplary
Student-focused	0%	6%	24%	70%
Clear, measurable	0%	55%	45%	0%
Appropriate	0%	0%	97%	3%

Cells indicate the percent of programs scoring in each category of the rubric

Almost all (94%) of NCF's academic programs have articulated student-focused learning outcomes. For example, one outcome of the Chemistry program is that Chemistry students will "function safely and effectively in a laboratory setting, including planning and execution of experiments and recording experimental work." A couple Academic Learning Compacts contain outcomes that focus more on processes than outcomes. For example, the Environmental Science program lists "experiential learning – conferences, internship, field work, case studies" as an outcome. While engaging in these activities is worthwhile, the program should state what knowledge, skills, abilities, or values students should gain as a result of engaging in those activities.

The outcomes of nearly half of NCF's academic programs were scored as "good" when it comes to clarity and measurability. This means the outcomes use specific action verbs and generally describe a single behavior. Programs that scored "emerging" either had compound outcome statements (e.g., the Physics program's outcome, "Students demonstrate mastery of the research skills necessary for independent study, including the ability to formulate a research problem, conduct preliminary bibliographic research, get results either theoretical or experimental, draw conclusions from their results, and communicate what they have done clearly in an undergraduate thesis," includes several specific outcomes) or used vague verbs (e.g., the Theater program's outcome, "Student demonstrates understanding of multiple forms and genres of performance," doesn't specify how understanding can be measured).

Note that the measurability of program outcomes is influenced by the requirements of the Academic Learning Compact. Because programs must include outcomes related to content knowledge, communication, and critical thinking, many programs chose to write one or two generalized, vague outcomes such as, "students demonstrate content knowledge in…" or "students demonstrate critical thinking." Also, many of the student learning outcomes that scored "emerging" in clarity and measurability have been operationalized by the measures chosen to assess student achievement. For example, the History program's outcomes are operationalized by the rubric the program uses to assess student performance.

Nearly all programs scored "good" in articulating appropriate student learning outcomes. This means programs included higher-order outcomes appropriate for a baccalaureate degree. By aligning its outcomes with external standards from the American Council on the Teaching of Foreign Languages, the German program scored "exemplary" in the appropriateness of its outcomes.

Note that the rubric to evaluate student learning outcomes is aspirational – programs aren't expected to articulate "exemplary" outcomes until they have multiple opportunities to refine their outcomes through several cycles of assessment

Through the Academic Learning Compacts described above, NCF demonstrates it identifies expected student learning outcomes for each of its educational programs.

(b) Assessing SLOs and seeking improvement from 2001-17: Effectiveness Assessment Reports

As a sample of pages scanned from a 2003 Institutional Effectiveness Plans and Indicators report demonstrate, NCF's undergraduate programs have engaged in assessment activities since the College achieved its independence and was designated as the "Honors College for the State of Florida" in 2001. From 2001 until 2006, these assessment activities were documented in Effectiveness Plans containing:

- Objectives (statements of what the program intended to provide or achieve)
- Outcomes (statements of the knowledge, skills, abilities, and values the program intended students to achieve as a result of completing the program)
- Assessment methods (which, back in the early 2000s, included some, well… *sub-optimal* measures, such as the numbers of students enrolled in courses and course evaluations)
- Assessment results (which typically represented the performance of very few students each year)
- Use of results (which briefly documented *changes* which may have turned out to be improvements)

By 2007, these grid-like Effectiveness Plans had morphed into narrative-based Effectiveness Assessment Reports (EARs). While the grid-structure of Effectiveness Plans encouraged faculty to provide superficial summaries of assessment, the narrative format of EARs allowed faculty to provide more detailed

descriptions of assessment measures and more in-depth reflection on assessment results. Also, in shifting from an annual cycle to a biennial assessment cycle, EARs encouraged faculty to draw inferences from larger samples of data and to collect and analyze data longitudinally.

A complete EAR includes the following components:

- A list of program faculty
- Institutional mission statement
- A mission and goals statement for the program
- Program-level student learning outcomes (from Academic Learning Compacts)
- For each of three selected student learning outcomes:
    - A description of two methods to measure student achievement
    - A summary of results from those two assessment methods/measures
    - A description of how those assessment results were used to seek improvement
- Supporting documentation referenced in the EAR

The EAR process and structure ensured NCF's educational program assessment conformed to several best practices in educational assessment:

- In encouraging all program faculty to design/select assessment methods and reflect on results, EARs ensured broad-based participation in program assessment activities.
- Descriptions of the assessment measures allowed for discussions with faculty on how they could improve the quality of assessment methods to ensure they yield meaningful, useful, and appropriate results to make reliable and valid inferences.
- Requiring at least two assessments for each outcome allowed program faculty to triangulate results and check for consistency.
- Requiring an explanation of how assessment results were used for improvement ensured faculty interpreted assessment results and closed-the-loop within their programs.
- The biennial EAR process helped ensure decisions were made from larger samples of data and allowed faculty to make mid-course corrections for improvement.

NCF's undergraduate academic programs completed EARs from 2007 until 2017. The table on the following page provides links to the last three cycles of EARs for each academic program.

	Effectiveness Assessment Reports (EARs) from 2011-17		
Educational Program	**2011-13[a]**	**2013-15**	**2015-17**
Anthropology	2011-13	2013-15	2015-17
Art	2010-12 | 2012-13	2013-15	2015-17
Art History	2010-12 | 2012-13	2013-15	2015-17
Biology (Marine Biology)	2010-12 | 2012-13	2013-15	2015-17
Biopsychology	(b)	(b)	2015-17
Chemistry (Biochemistry)	2010-12 | 2012-13	2013-15	2015-17
Classics	2011-13	2013-15	2015-17
Computer Science	(program did not yet exist)	2014-15	2015-17
Economics (Finance)	2010-12 | 2012-13	2013-15	2015-17
English	2011-13	2013-15	2015-17
Environmental Studies	2010-12	2013-15	2015-17
Gender Studies	(c)	2013-15	2015-17
History	2011-13	2013-15	2015-17
Lang/Lit: Chinese	2011-12 | 2012-13	2013-15	2015-17
Lang/Lit: French	2010-12 | 2012-13	2013-15	2015-17
Lang/Lit: German	2011-12 | 2012-13	2013-15	2015-16[d]
Lang/Lit: Russian	2011-12 | 2012-13	2013-14 | 2014-15	2015-17
Lang/Lit: Spanish	2010-12 | 2012-13	2013-15	2015-17
Intl./Area Studies	(e)	2013-15	2015-17
Literature	(included in English EAR)	(included in English EAR)	2015-17
Marine Biology	(included in Biology EAR)	(included in Biology EAR)	(included in Biology EAR)
Mathematics (Applied Math)	2010-12 | 2012-13	2013-15	2015-17
Music	2011-13	2013-15	2015-17
Philosophy	2011-12 | 2012-13	2013-15	2015-17
Physics	2010-12 | 2012-13	2013-15	2015-17
Political Science	2011-13	2013-15	2015-17
Psychology	2011-13	2013-15	2015-17
Religion	2010-12 | 2012-13	2013-15	2015-17
Sociology	2010-12 | 2012-13	2012-14	2015-17
Theatre	(program did not yet exist)	(f)	(f)

Divisional Concentrations	**2011-13[a]**	**2013-15**	**2015-17**
Humanities	(g)	2013-15	2015-17
Social Science	(g)	(g)	(g)
Natural Science	(g)	2013-15	2015-17

(a) Some programs completed annual EARs as NCF transitioned to a biennial assessment cycle

(b) Biopsychology existed as a special program concentration (Biological Psychology) until 2015-16

(c) No students completed a full area of concentration in Gender Studies in 2012 or 2013

(d) The German program completed an in-depth EAR for 2015-16 because key faculty were on leave in 2016-17

(e) The first EAR for International and Area Studies was completed in 2013.

(f) Theater only existed as a joint concentration (that must be completed with another discipline) until becoming Theater, Dance, and Performance Studies (to begin Fall 2019)

(g) Attempts to assess Divisional concentrations with the procedures used by disciplinary concentrations has not yielded useful results for improvement. These concentrations are assessed using SAPA results (explained below)

To determine the extent to which program assessment activities (as documented in EARs) conform to best practices, the Office of Institutional Research and Assessment evaluated each program's 2013-15 EAR according to an internally-developed rubric. The rubric allows program outcomes to be evaluated on a scale from 0-3 to measure their student-focus, clarity and measurability, and appropriateness. The following table summarizes the result of this evaluation of program-level student learning outcomes:

	Evaluation of 2013-15 EARs			
	(0) poor practice	(1) emerging	(2) good	(3) exemplary
# and type of instruments	8%	27%	58%	8%
Quality of measures	50%	35%	15%	0%
Schedule	27%	58%	8%	8%
Assessment model	8%	31%	50%	12%
Specification of desired results	69%	23%	4%	4%
Results report	4%	46%	46%	4%
Interpretation	0%	15%	81%	4%
Use of results	0%	54%	35%	12%

Cells indicate the percent of programs scoring in each category of the rubric

Once again, it is important to note that this rubric is aspirational – most program assessment activities were expected to score as "emerging."

The first row of the table indicates two-thirds of programs scored *good* or *exemplary* on the number and type of instruments they employ to assess each student learning outcome. This, according to the rubric, means these programs identified at least two measures to assess each outcome, with at least one of those measures being a direct measure of student achievement. The programs earning *exemplary* scores included externally-normed assessment measures (such as the Chemistry program's use of the General Chemistry exam developed by the American Chemical Society or the Biology program's use of the Diagnostic Assessment for Introductory Cell and Molecular Biology).

Programs scoring *poor* or *emerging* in the first row either employed only one assessment for a particular student learning outcome or provided an extremely vague description of the measures utilized.

Programs scored lower on the "quality of measures" portion of the rubric, with 50% of programs engaged in *poor practice* in the assessment at least one student learning outcome. A table of the assessment instruments employed by each program in the 2013-15 EARs provides a sense of the breadth and quality of assessment methods employed at NCF. A condensed version of the table appears on the following page.

Assessment Methods Employed in 2013-15 EARs

	Quality measures					Questionable Measures			
	SAPA / Bacc. Exam	Thesis Evals	Embedded	Student self-eval	Other	Course Evals	Course perform-ance	Participation	Thesis Subject
Anthropology		X	X			X		X	
Art	X						X		
Art History	X	X				X			
Biology (Marine Bio.)	X		X		X			X	
Chemistry (Biochemistry)	X		X		X				
Classics						X		X	
Computer Science		X				X		X	
Economics (Finance)			X			X			
English	X	X			X				X
Environmental Studies		X				X		X	
Gender Studies	X	X						X	X
History			X		X				
Lang/Lit: Chinese							X	X	X
Lang/Lit: French			X	X		X		X	
Lang/Lit: German		X	X			X		X	
Lang/Lit: Russian			X					X	
Lang/Lit: Spanish			X	X		X	X		
Intl./Area Studies	X	X				X		X	
Mathematics (Applied Math)	X	X	X		X	X			
Music		X				X			
Philosophy		X	X			X		X	
Physics	X		X			X		X	
Political Science	X	X	X			X		X	
Psychology	X	X	X		X				
Religion	X			X		X			
Sociology		X				X		X	

The assessment methods listed in the black font are direct measures of student learning that are aligned with program student learning outcomes and that, typically, have some evidence supporting their use for program assessment. The methods listed in the red font are of questionable quality (as will be explained). The blue *Course Evals* column represents a measure that, in certain instances, can be a high-quality assessment of program-level outcomes.

Starting with the negative, some programs employed three types of questionable assessment measures:

i) Course performance: With this method, programs claimed to assess student learning through regular course activities. The Art program, for example, described one of its methods as "summarize student technical command of tools and techniques in Painting II from 2013-14 and 2014-15." Without an explanation of how this assessment data is generated, the quality of the assessment measure cannot be evaluated.

ii) Participation: Some programs recorded the number of students enrolled in courses, engaged in activities, or retained in subsequent courses. While student retention is an important success

measure, simple enrollment, course completion, or engagement does not provide useful information about student learning. This method was popular among the language and literature concentrations (in which, perhaps, enrollment in Intermediate French II *does* provide information about student attainment of language proficiency).

iii) Thesis subject: Some programs recorded the topics of student theses as assessment data. For example, the English program chose to "examine thesis titles and topics to see whether graduating students' capstone projects showed evidence of deep knowledge of period and/or historical methods." Results are then provided with little discussion of how thesis topics indicate student learning.

In lieu of grades, faculty provide narrative evaluations of student performance in courses and designate students as having "satisfied" or "unsatisfied" course expectations. Programs employing "Course Evals" (the column in blue font) review narrative course evaluations, reflect on those evaluations, and draw conclusions about student attainment of program-level outcomes. In some sense, this is similar to the poor assessment practice of using course grades to assess program outcomes. For example, the Computer Science program assessed student ability to "exercise critical thinking in the solution of computational problems by reporting the percentage of students who passed a Software Engineering and Algorithms course. Without assurance that passing the course indicates students possess this ability (and that students who do not possess the ability do not pass the course), this information is of limited value.

Other programs; however, have found ways to effectively mine narrative course evaluations for useful assessment information. The Classics and Political Science programs, for example, purposefully write narrative evaluations to address program-level student learning outcomes. Reviewing these evaluations provides a useful opportunity for multiple faculty to discuss student performance and consider program improvements.

The table does indicate that all academic programs employ higher-quality assessment measures (indicated in black font in the table). Many programs employ instruments embedded in courses, such as essays, exams, presentations, and lab work. Some even employ program-level rubrics to score these embedded assessments. Other programs use program-level assessments such as the Mathematics program's use of the Calculus Diagnostic Exam. The vast majority of programs also employ capstone assessments of student performance.

As the *SAPA / Bacc. Exam* and *thesis evaluation* columns of the table indicate, most programs use the required senior thesis and baccalaureate examination to assess program student learning outcomes. To generate useful assessment results from these activities, all programs employ three methods:

- Narrative thesis evaluations: The faculty member sponsoring a student's thesis is required to submit a formal written evaluation of the thesis (through the online Student Evaluation System). Some programs review these thesis evaluations and mine them for data to assess student attainment of program student learning outcomes.
- Baccalaureate Examination Report: A student's baccalaureate examination typically includes a defense of the senior thesis and an exam. The faculty thesis sponsor, plus at least two other faculty members, complete, sign, and submit a Baccalaureate Examination Report in which faculty assess core learning outcomes, including communication skills, content knowledge, and critical and creative thinking skills.
- Student Academic Program Assessment (SAPA): While the thesis evaluation and Baccalaureate Examination Report provide comprehensive, cumulative assessment of student performance, both

forms were designed to provide *student-level* assessment results. Aggregating information from these sources to provide program-level assessment results is often challenging. The SAPA was developed to easily convert student-level assessment data from theses and baccalaureate exams into program-level assessment data.

Upon completion of the baccalaureate examination, faculty on each student's Baccalaureate Committee rate their level of agreement (on a 5-point Likert scale, from strongly agree to strongly disagree) with 13 statements on the SAPA:

1. Student demonstrates a depth of knowledge in the AOC (area of concentration).
2. Student demonstrates appropriate skills to make contributions to the AOC field.
3. Student effectively uses technology appropriate to his or her AOC.
4. Student demonstrates critical thinking skills appropriate for her or his AOC.
5. Student demonstrates effective use of quantitative skills appropriate for the AOC.
6. Student effectively expresses his or her ideas orally.
7. Student effectively expresses his or her ideas in writing.
8. Student's academic record demonstrates breadth.
9. Student shows evidence of intellectual curiosity.
10. Student demonstrates creativity.
11. Student works well with others in academic settings.
12. Student demonstrates a strong sense of personal responsibility and self-discipline.
13. Student has fulfilled our expectations of his or her intellectual potential.

A rating of "agree" is assigned to students who demonstrate a college-level competency in each outcome. NCF made the decision to use the same 13 statements on the SAPA so that student performance could be aggregated at the institutional level. While this means the 13 statements cannot mirror the student learning outcomes of each program, programs are able to interpret the statements according to the expectations of their programs (e.g., expectations for a student's "effective use of quantitative skills" differ across areas of concentration in mathematics, English, and Political Science).

Some programs have decided, however, to supplement the SAPA with statements specific to their areas of concentration. For example, the Gender Studies program added a statement to the SAPA in 2013 to assess student ability to "synthesize information from more than one discipline in relation to gender and/or sexualities." Based on the usefulness of this assessment method, the English, Environmental Studies, Literature, Political Science, and Religion programs added program-specific statements to the SAPA form in 2018.

The Office of Institutional Research and Assessment collects and summarizes SAPA results for each academic program. An arbitrarily-chosen sample of four SAPA summary reports from 2013-17 demonstrate the information provided to faculty for program assessment:

Sample SAPA Summary Reports (2013-17)

Chemistry	Environmental Studies
History	Psychology
General Studies	Humanities

Note that SAPA results are provided for individualized academic programs such as General Studies and the Divisional concentrations

Turning back to the quality of 2013-15 EARs, rows 3-5 of the table of rubric results are provided below:

	Evaluation of 2013-15 EARs			
	(0) poor practice	(1) emerging	(2) good	(3) exemplary
Schedule	27%	58%	8%	8%
Assessment model	8%	31%	50%	12%
Specification of desired results	69%	23%	4%	4%

Cells indicate the percent of programs scoring in each category of the rubric

The "schedule" row indicates that 73% of programs developed EARs that ensured they would assess all program student learning outcomes at least once within a program review cycle (to be discussed later). Only 16% of programs had EARs that guaranteed every outcome would be assessed multiple times before the next program review.

62% of programs scored *good* or *exemplary* when it came to their "assessment model." While all programs employed capstone assessments (SAPA, thesis evaluations, upper-level course assessments), these programs also assessed student achievement at earlier points throughout the curriculum. The programs that only employed capstone-level assessments had more difficulty identifying evidence-based areas for improvement.

More than two-thirds of all programs engaged in *poor practice* when it came to specifying desired results. This means many programs did not specify criteria to determine if assessment results would meet their expectations. The Political Science program, for example, assessed their students' communication skills through a rubric embedded in a Research Design Workshop. While the average score for oral presentations increased from 3.9 in 2013-14 to 4.2 in 2014-15 – and while the program identified the rubric scale ranged from 1 "unacceptable" to 5 "excellent" – the program did not specify what score would be their criteria to determine their level of success.

The Chemistry program, on the other hand, provides an example of a program with an exemplary score on the specification of desired results. The following description of a method used to assess student mastery of "the content of organic, inorganic, physical chemistry, instrumental methods, and biochemistry" demonstrates a clear rationale for choosing criteria to determine program success:

> *Method A: We will measure student performance on the American Chemical Society (ACS) General Chemistry exam (2006 short version) by setting a threshold score of 48% (24/50) for success on this exam. This threshold score was selected because it is near the 50th percentile on the nationally normed ACS General Chemistry Exam (1998 short version), one of the exams used previously for this assessment. When we began using this assessment method, the 2006 short version was not yet nationally normed. Though it has since been normed, in order to keep a consistent baseline metric, we have chosen to continue using the 48% (24/50) threshold score. We will determine the number and percentage of students who scored 48% or better on the ACS General Chemistry Exam (2006 short version) that was administered in May 2014 and May 2015 to students who were enrolled in General Chemistry II and in December 2014 to students who were enrolled in Compressed General Chemistry. We will compare these results to the number and percentage of students who scored 48% or better on the ACS General Chemistry Exam (2006 short version) that was administered in May 2007 to students enrolled in General Chemistry II (our baseline), and in intervening years.*

The final three rows of the 2013-15 EAR evaluation table display how programs scored on the reporting and use of their assessment results:

	Evaluation of 2013-15 EARs			
	(0) poor practice	(1) emerging	(2) good	(3) exemplary
Results report	4%	46%	46%	4%
Interpretation	0%	15%	81%	4%
Use of results	0%	54%	35%	12%

Cells indicate the percent of programs scoring in each category of the rubric

Programs generally performed well when it came to reporting and interpreting results. This may have been facilitated by faculty being accustomed to interpreting student performance in class and summarizing results in narrative course evaluations. The Psychology program's results section was especially impressive, as multiple faculty contributed to the interpretation of results.

Programs also did well in describing how results had been used to seek improvement. The following table summarizes the types of improvements programs made throughout the 2013-15 EAR cycle:

	Improvements Identified by Programs in 2013-15 EARs								
	Improve-ment measured	Program curriculum	Course revision	Peda-gogy	Faculty develop-ment	Other	Support Services	Advising / Encourage students	Program will continue to…
Anthropology		X							X
Art		X					X	X	
Art History		X	X						
Biology (Marine Biology)		X	X			Assessment		X	
Chemistry (Bio-Chemistry)	X		X	X	X	Thesis Guidelines	X		
Classics			X						
Computer Sci		X				(baseline data)			
Economics (Finance)			X						
English			X		X	Application process			X
Environmental Studies		X	X			Assessment			
Gender Studies		X	X			SAPA statement	X		
History		X	X	X		History Style Guide		X	
Lang/Lit: Chinese			X				X	X	
Lang/Lit: French			X				X		
Lang/Lit: German			X	X					
Lang/Lit: Russian			X	X					X
Lang/Lit: Spanish	X		X	X	X	Assessment			
Intl./Area Studies							X	X	X
Mathematics (Applied Math)	X	X	X		X		X		X
Music		X	X			Assessment	X		
Philosophy			X	X			X	X	X
Physics			X	X		Assessment			
Political Science		X	X		X	Assessment	X		X
Psychology	X	X	X	X		Software; Thesis support			X
Religion		X		X	X	Assessment			X
Sociology		X					X	X	X

Starting on the right side of the table (highlighted in red font), some programs identified two types of "improvements" that were relatively weak. These types included "Program will continue to…" improvements in which programs simply concluded they will continue to implement an improvement made in a previous cycle of assessment. Other programs identified "Advising / Encourage students" types of improvement. While these may have included real improvements to academic advising, they often included programs that would encourage students to take specific courses or to seek out support services.

The middle of the table represents more powerful improvements sought by programs:

- *Program curriculum* improvements represent programs that created new courses, removed old courses, or shifted curricular requirements as a result of their assessment results. The Art History program, for example, created a team-taught seminar to improve the quality of senior theses and increase student mastery of research skills.
- *Course revisions*, the most popular form of program improvement, represent changes to content or materials within existing courses. The Religion program, as an example, used results from an assessment of critical thinking skills to modify the writing assignments in the Introduction to the Study of Religion course. By placing less emphasis on longer, research-based papers and more emphasis on frequent writing of short assignments, program faculty believed students would have greater opportunities to grow and develop analytical and interpretive skills.
- *Pedagogy* represent changes to teaching methods or instructional delivery style. The Chemistry program, for example, justified attempting a flipped classroom approach for two courses and an online homework system based on their assessment results.
- *Faculty development* represent purposeful actions taken to improve faculty teaching effectiveness. The Chemistry program provides another example, as they recognized student writing in chemistry needed improvement. To make this improvement, Chemistry faculty fully participated in a series of workshops with staff from the Writing Resource Center to develop a writing plan.
- *Support services* are improvements faculty made to require students to engage with support services at NCF. The Political Science program, for example, actively referred students to the Writing Resource Center (WRC) and worked with WRC staff to convert a course into a Writing Enhanced Course.
- *Other* improvements include improvements to the assessment process (like the Political Science and Music programs' development of standard rubrics) or improvements to program processes (such as the Psychology and Chemistry programs' efforts to improve support for student theses).

The yellow-highlighted column on the left side of the table represents the ideal form of using assessment to seek improvement. It represents the programs that not only *sought* improvement (by making changes) but also measured the extent to which those changes led to actual improvement.

- Chemistry: The 2013-15 EAR measured the extent to which smaller sections of courses and an online homework system led to increases in student learning. Also, based on concerns in declining results in 2013, Chemistry faculty developed a "Guidelines and Expectations for a Thesis in Chemistry or Biochemistry" document for students. Results from the 2013-15 EAR provided some indication that this document did improve student performance.
- Spanish Language and Literature: Based on previous assessment results, faculty developed an oral exam and assessment rubric for Elementary Spanish I. Based on results from the 2013-15 EAR, faculty concluded that "having the time to practice a number of common conversational phrases gave students confidence in their speech production and might have contributed to retention of grammar structures on the written exam."

- Mathematics: Based on 2013 assessment results, math faculty implemented an online learning system to be taken concurrently or as a prerequisite to Calculus I. Faculty did not find this change improved student learning, so they developed a new strategy in 2014 to offer an Introduction to Mathematics for the Sciences course for students who scored poorly on the Calculus Readiness exam. Results of this change were mixed.
- Psychology: Based on the previous year's assessment results, Psychology faculty modified the deadline for a written project assignment so that it would be due following a presentation of the project. Assessment results showed this modification increased the accuracy of the papers' results and discussion sections and improved the quality of final papers.

While the EARs did ensure programs articulated student learning outcomes, assessed the extent to which students achieved those outcomes, and allowed program faculty to seek improvements based on assessment results, EARs did have limitations:

- Since program faculty weren't required to identify their assessment methods at the beginning of the biennial assessment cycle, some programs chose assessments (and which outcomes to assess) at the end of the cycle and wrote backward-looking assessment reports. This made it impossible to ensure programs would assess all student learning outcomes prior to the next program review cycle. It also made it difficult for programs to specify criteria to determine program effectiveness.
- The EAR process ensured program faculty would make changes to seek improvement, but it did not encourage programs to follow-up and measure the improvement resulting from those changes.
- The biennial assessment cycle still meant many programs were making changes based on an extremely small sample of data.

As the College engaged in campus-wide Growth and Strategic Planning activities in 2016-17, faculty and staff worked to develop a new assessment system that would focus on program improvement over the process of assessment.

(c) Moving from a culture of assessment to a culture of improvement: Improvement Plans (2018-present)
While developing 2015-17 EARs, some faculty expressed dissatisfaction with the program assessment process. While a few programs embraced EARs, faculty in other programs perceived them to represent the culmination of a bureaucratic exercise that did not lead to meaningful improvement.

Like many institutions, NCF had worked to develop a culture of assessment. Efforts were made to articulate student learning outcomes more clearly, to develop additional assessment measures and rubrics, to collect more data, to write more in-depth reflections on assessment results, and to "close-the-loop" by explaining how results were used to seek improvement. While these efforts did improve aspects of the assessment process and resulted in evidence that programs were using assessment results to seek improvement, the process did not necessarily result in direct evidence that changes made resulted in actual improvement.

NCF needed to transition from a culture of *assessment* to a culture of *improvement*. Based on recent research and recommendations from the educational measurement community – Learning to Improve (Bryk, et al., 2015), Practical Improvement (Yeager, et al., 2013), A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig (Fulcher, et al., 2014) – NCF decided to replace EARs with an assessment system based on program **Improvement Plans**.

During 2017-18, faculty representatives from each area of concentration worked with staff from the Office of Institutional Research and Assessment, the Office of the Provost, and the Office of the President to develop these Improvement Plans. First, the faculty representatives were asked to review program SAPA results from 2013-17, provide a brief reflection on program strengths and areas for improvement, and revise program student learning outcomes. This work resulted in the 2015-17 EARs discussed earlier in this section.

Next, faculty representatives were asked to update program curriculum maps aligning curricular requirements with program learning outcomes. The purpose of this was to have faculty investigate the efforts their programs take to help students achieve the intended outcomes.

Then, faculty representatives from each program were asked to answer three fundamental questions:

1. Think about what you reviewed throughout this process (SAPA results, curriculum map) and what you know about your students' knowledge, skills, and abilities. What are 1-3 areas of interest you want to explore or improve?
2. What could you do over the next 2-3 years to improve in these areas? How will this change improve or expand student knowledge, skills, and abilities?
3. How will you measure or assess improvement?

The faculty representatives provided preliminary answers to these questions and discussed their ideas with other program faculty before submitting their 2018-21 Improvement Plans.

The following table provides links to each academic program's 2018-21 Improvement Plan:

2018-21 Improvement Plans (IPs)

Anthropology	Language/Literature: Russian
Art	Language/Literature: Spanish
Art History	International and Area Studies
Biology	Literature
Chemistry (including Biochemistry)	Marine Biology
Classics	Mathematics (including Applied Math)
Computer Science	Music
Economics (including Finance)	Philosophy
English	Physics
Environmental Studies	Political Science
Gender Studies	Psychology
History	Religion
Language/Literature: Chinese	Sociology
Language/Literature: French	Humanities (Divisional Concentration)
*Language/Literature: German	Natural Sciences (Divisional Concentration)
	**Social Sciences (Divisional Concentration)

* As the program coordinators are on research leave, the German plan has not yet been completed.

** Due to the small number of students (<2 per year for the past decade) who graduate with the Social Sciences Divisional Concentration, the program has decided to assess students individually and not provide a Division-level Improvement Plan.

A closer look at the Classics program 2018-21 Improvement Plan (IP) shows the features of an Improvement Plan:

- The IP begins with a brief explanation of the focus/target for improvement. Based on faculty conversations on prior assessment results, the Classics program focused on improving student thesis writing and students' ability to find, use, and appropriately cite secondary sources and primary sources in Greek or Latin.

- The IP then explains the proposed intervention along with a rationale for why faculty have reason to believe it will work. In this example, Classics faculty decided to institute a tutorial (Independent Study) focused on research and writing that would be required of all Classics majors. The IP briefly describes this tutorial and explains that it is needed because the expectations for in-class papers differ from the expectations for a thesis. This tutorial will provide students an opportunity to develop thesis writing and revision skills. The tutorial will also provide students an opportunity to choose a thesis topic prior to their senior year (which would provide students extra time to plan their thesis project).

- Based on the target for improvement and the proposed intervention, Classics faculty articulated two intended student learning outcomes that are much more focused than most program-level outcomes:
    - By the end of the tutorial, students will have produced a thesis-quality writing sample incorporating feedback from faculty. That writing sample will demonstrate: (a) skillful use of appropriate primary and secondary sources; (b) appropriate citation of primary and secondary sources; (c) appropriate, relevant, and compelling content; (d) successful execution of writing conventions (organization, formatting, style); (e) clarity and fluency, with virtually no errors.
    - As a result of the intervention, thesis students will clearly and effectively express ideas in writing (as indicated by results from the Student Academic Program Assessment

- The Classics faculty then identified the methods they will use to measure improvement from this intervention. In this case, multiple faculty from the Classics program will assess final writing samples from students using a standardized rubric. Results will be recorded in each student's narrative evaluation. SAPA results and thesis/baccalaureate examination assessment data will also be used to determine the extent to which the intervention improved student writing.

- The second page of this IP displays a table that summarizes the entire plan and lays-out what will be accomplished in 2018-19, 2019-20, and 2020-21. In this example, since the intervention was the development of a new tutorial, the program indicated it would report a description of the tutorial and enter narrative evaluations to get baseline data in 2018-19.

- The third and final page of this IP displays the preliminary Improvement Plan developed by the faculty representative during 2017-18. From this initial work, the final IP was developed.

IPs allow faculty to think longer-term about their programs and how prototyped interventions could be made at the program-level (rather than a focus on course modifications that the previous EAR process encouraged).

The following table briefly summarizes the improvement targets and interventions each academic program identified in the 2018-21 Improvement Plans:

Program	Summary of improvements sought / interventions
Anthropology	Improving student ability to engage in independent research by incorporating smaller in-class project assignments to practice appropriate research techniques.
Art	Improve students' writing and visual literacy by having students compile 12 artist logs over two semesters of art classes, incorporating new technology into art classes, and adding a course in handmade animation.
Art History	Improve historical awareness (of chronological relationships and the situation of artworks / material objects in their historical context) and stylistic awareness by incorporating preparatory timeline exercises into Art History courses each semester and administering short-answer in-class or take-home quizzes that ask students to organize art objects from unknown artists into chronological sequence.
Biology	Improve fundamental content knowledge and hands-on skill development by evaluating incoming Foundations of Biology students preparation with an early semester assessment and a concept inventory-based evaluative test at the end of the semester, and by adding an accompanying one-semester Foundations in Biology Laboratory course.
Chemistry (Biochemistry)	Improve student ability to communicate effectively in writing reports by including enhanced writing focus in General Chemistry Lab, Organic Lab, Physical Chemistry Lab, Biochemistry Lab; and continuing writing courses for the sciences.
Classics	Improve student thesis writing by instituting a formal tutorial focused on research and writing.
Computer Science	Improve foundational computation skills and student ability to use computational methods to model and solve problems by refining introductory and first-year sequence courses.
Economics (Finance)	Improve written and oral communication skills so students develop the ability to identify policy options and assess the likelihood they would improve economic growth, efficiency, and equity by introducing a senior seminar series for thesis students.
English	Improve student skill in textual analysis, historical approaches, cross cultural encounters, and critical/theoretical approaches by adding Global English courses addressing national, racial, ethnic, and sexual differences.
Environmental Studies	Improve thesis research skills (geographic information system, statistics, ethnography, library research, writing, grant writing, computer programming, application development) by developing a list of skills-based Environmental Studies courses to use when advising students.
Gender Studies	Improve student ability to succinctly explain their interdisciplinary approach as well as connections to other disciplines and to demonstrate an understanding of the historical context for gender claims and historical shifts in the social expression of gender and theoretical approaches to gender studies by including content about key historical shifts in the Introduction to Gender Studies course, establishing a sound foundation for interdisciplinary study via that same course, and encouraging GS faculty to incorporate short writing assignments to give students practice articulating their ideas concisely.
History	Improve student ability to structure arguments (especially framing an effective thesis), contextualizing their perspectives within existing scholarship, and engaging with applied historical issues beyond the academy by emphasizing thesis-writing and argument structure in lower-level assignments, adding explicit discussions of situating one's own work within a broader scholarly landscape, adding explicit discussions of the mechanics of how to integrate secondary scholarship into one's own analytical writing into the History Methods course, and encouraging students to complete historically-relevant off-campus study and internships.
Lang/Lit: Chinese	Improve student ability to apply knowledge in Chinese language and culture to real-life problem-solving by adding more audio and visual components to courses, creating opportunities for advanced students to work with beginning students, and adding a thesis presentation in Chinese as part of the Baccalaureate Examination.

Lang/Lit: French	Develop oral proficiency in French through purposeful assessment of oral expression in courses, encouraging students to prepare for oral assessment through group discussions, and reinforcing literary terminology vocabulary in the presentation of course readings.
Lang/Lit: German	Build community within the German program and improve the ability of students to do independent research by developing competitive "game show and spelling bee" format with teams of students from language courses and using databases such as the MLA International Bibliography and work more closely with the Humanities librarian to incorporate digital humanities into research.
Lang/Lit: Russian	Offer introductory courses each year and upper-level seminars with new Russian faculty member.
Lang/Lit: Spanish	Improve quality of student theses by adding a second senior ISP and tutorial where students can identify areas of interest, construct annotated bibliographies, and develop thesis topics on time.
Intl. and Area Studies	Improve student methodological preparation for thesis research and writing by developing an IAS website with a requirement checklist and highlighted list of courses that address research design, holding student gatherings for IAS each Fall, and piloting Global Migration course.
Literature	Improve linguistic competence by tracking literature students enrolled in language and literature courses.
Marine Biology	Strengthen learning about the marine environment through two new oceanography courses.
Mathematics (Applied)	Improve written communication skills and use of computer programming / modern computational tools by piloting a Writing in Math course, encouraging students to take programming courses, and incorporating computational tools in courses.
Music	Improve students' reading and writing skills through a purposefully designed assignment that requires students to identify a thesis, identify evidence, and summarize a scholarly article.
Philosophy	Improve student engagement with course readings by modifying assignments (and instructions for those assignments) to emphasize expectations for engaging with course readings.
Physics	Improve students' depth of knowledge through targeted in-class homework assignments.
Political Science	Improve quantitative reasoning skills through a new Quantitative Political Analysis course sequence; expand courses offered within the discipline.
Psychology	Improve post-graduation skill transference by incorporating communication skill building activities into the Psychology Senior Seminar, working with the Career Engagement and Opportunity Center, and tracking post-graduation success of Psychology graduates.
Religion	Complete a program review during 2018-19 to modify the curriculum and clarify a pathway to earn an area of concentration in Religion; develop curriculum that encourages students to earn joint-concentrations in Religion and another discipline.
Sociology	Improve statistics literacy and skill by investigating where statistics content is provided in the current curriculum and working with the Director of Quantitative Reasoning, the Director of the Social Sciences Research Lab, and Data Science faculty to incorporate statistical analysis and inference skills in courses. The program will also explore how well faculty engage in praxis in pedagogy through an assessment of how well faculty teach the connection of classroom content to real world issues locally and globally.
Humanities (Divisional)	Cross-disciplinary synthesis and language persistence (beyond 3rd semester) through data collection, an additional SAPA question, and by having students reflect during bacc. Exams.
Natural Sci (Divisional)	Providing study skills and time management support for students identified in the Mid-Semester Progress Report as struggling with Natural Sciences courses.

To assess the extent to which these interventions lead to actual improvement, programs are employing many of the same assessment methods they used in the previous EARs. For example, the History program is using its thesis rubric to assess the effectiveness of its interventions to improve the three target areas identified in its Improvement Plan; the Political Science program is using three additional SAPA questions to assess its effectiveness in improving student quantitative skills; and the Biology program will use the Concept Inventory test to assess its effectiveness in improving students' foundational content knowledge. As noted in Improvement Science research, whereas large-scale testing emphasizes standardization and precision, measures for Improvement Science must be more convenient for practitioners to develop, administer, score, interpret, and use.

As faculty worked on developing these Improvement Plans, staff from the Office of Institutional Research and Assessment provided feedback to ensure the Plans met institutional expectations. In addition to meeting with each program face-to-face, staff shared feedback summary sheets [Anthropology, Classics feedback forms] to communicate expectations.

Even though Improvement Plans are in their infancy, they are already yielding useful information. For example, to assess the Biology program's plan to improve introductory biology content knowledge through coordinated instruction, Biology faculty administered the externally-developed Introductory Molecular and Cell Biology Assessment (IMCA) in Spring 2019. Reflecting on results from the IMCA, Biology faculty noted the overall performance of their students, identified areas of strength, identified and areas for improvement. Based on this reflection, Biology faculty concluded:

> *Based on these data, special attention should be made in future years to dispel certain common misunderstandings about mitosis and what distinguishes it from meiosis, particularly with respect to chromosome/chromatid composition. The same can be said for replication, as several students forgot about the necessity for RNA primer synthesis and also selected a response indicating that the new strand synthesized is identical (and not complementary) to the template. We found it interesting that weak areas related to topics of focus for the SimBio labs administered (on respiration and meiosis, and also on replication for one section of the course). We would not recommend dispensing with the SimBio labs, which could instead be used as lead-ins for discussing the relevant misconceptions.*

This example demonstrates how Improvement Plans allow for annual reflection and refinements. By 2021, results from these assessments will produce direct evidence to draw conclusions about the effectiveness of programmatic interventions and to determine if programs should continue, enhance, or discontinue those interventions. Each year until then, however, programs continue to assess their other program learning outcomes each year by reflecting on SAPA results. Through these annual reflections, programs keep an eye on student performance to identify other potential areas for improvement in the 2021-24 Improvement Plan cycle.

(d) Other evidence of using program assessment to seek improvement

In addition to the uses listed in Effectiveness Assessment Reports and Improvement Plans, academic programs use assessment results to make annual budget requests. Through the budget prioritization process described in response to SACSCOC Principle 7.1, academic programs request funds through their academic Divisions. These requests are supported by evidence of goal attainment in the prior year and goals established for the upcoming year.

Examples from the 2017-18 budget prioritization process provide evidence of programs using student learning outcomes assessment to seek improvement. The Humanities Division (on page 63 of the linked document) justified its request for additional funding for its language learning/teaching initiative by noting:

> *Language study also enhances the likelihood that students are making satisfactory progress towards graduation, both because language study is a prerequisite for several popular AOCs on our campus, but also because language study with its regular meetings and TA sessions, as well as regular assignments with swift feedback creates a good structure of regular and steady work that helps to develop good study habits.*

This claim was made because of prior student learning assessment the languages faculty had done.

The Social Science Division (on page 117 of the linked document) requested funds for additional teaching assistants. This request was made because faculty "reported an unusually high amount of unsatisfactory or weak course work in introductory courses…" This informal assessment data led to the request being funded.

(e) Multi-year reflection on student learning: program reviews

Annual SAPA results and triennial Improvement Plans (replacing biennial Effectiveness Assessment Reports) provide program faculty regular opportunities to collect, analyze, interpret, and use assessment data to make improvements. The institutional program review process provides program faculty opportunities for more in-depth reflection on longer-term assessment results.

As required by Florida Board of Governors Regulation 8.015, all "academic degree programs" must be reviewed at least once every seven years. These program reviews are required to document expected program goals and objectives ("particularly in the area of student learning"), as well as an assessment of how well students are achieving expected learning outcomes and how assessment results are used for continuous program improvement.

The BOG requires NCF to submit a summary report for each program review. Since the BOG defines "academic degree program" by CIP, NCF submits a single summary report for all program reviews conducted every seven years. The most recent summary report submitted to the BOG covered program reviews conducted from 2007-14.

NCF's program review process consists of two stages: (1) a self-study developed internally by faculty in the program, and (2) an external review conducted by experts in the discipline. The General Process for External Academic Program Review document (created in 2013 and updated in 2018) and the Self-Study Template (created in 2018) outline the assessment-related components of each stage:

Self-Study: The self-study includes a statement of goals, how the curriculum and pedagogy are designed to achieve its goals, and how the program assesses whether it is successful in achieving its goals. The program is also asked to explain what the assessments indicate about how well program objectives are being met, how well students are achieving expected learning outcomes, and how assessment results are used for continuous program improvement. In the 2018 revision of the self-study template, programs also justify the appropriateness of their program student learning outcomes.

External review: Program faculty send the self-study to the external reviewer(s), along with questions and issues the Provost would like the external reviewer(s) to address. External reviewer(s) also receive Effectiveness Assessment Reports (now Improvement Plans) and Academic Learning Compacts.

After reviewing the self-study, the external reviewer(s) visit the program, meeting with faculty, students, the Division Chair, and the Associate Provost before having an exit meeting with the Provost. The external reviewer(s) then provide a written external review with recommendations to improve the program. Program faculty then meet with their Division Chair and the Provost to discuss their reaction to the external review, evaluate which recommendations require follow-up actions, and identify what resources are needed to complete those actions.

In 2018, NCF strengthened the internal component of its program review process by identifying the Educational Policy Committee (EPC) as the committee that evaluates and accepts all academic program reviews [11/8/2017 Faculty Meeting Minutes].

Adhering to BOG requirements, NCF combines multiple areas of concentration into clusters for program reviews. The following table provides links to self-study and external review documents for clusters of programs reviewed in the past decade:

CIP	Programs	Previous program review	Next program review
24.0199	Religion	2010-11 External Review for Religion	2018-19 Self-Study 2018-19 External Review
	Philosophy	2010-11 External Review for Philosophy	2019-20
16.0101	Languages and Literature (Chinese, Classics, English, French, German, Russian, Spanish, Literature)	2011-12 External Review for Languages and Literature	2019-20 (programs will work with a consultant) 2020-21 (program review)
30.0101	Physical Sciences (Applied Math, Biochemistry, Chemistry, Computer Science, Mathematics, Physics)	2011-12 External Review for Physical Sciences (Computer Science program did not yet exist)	2019-20 (will include Computer Science)
24.0199	Social Sciences: Psychology Anthropology History Sociology	2013-14 External Review for the Social Sciences 2013-14 External Review for Psychology 2013-14 External Review for Anthropology 2013-14 External Review for History 2013-14 External Review for Sociology	2020-21 2020-21 2020-21 2020-21 2020-21
24.0199	Creative Arts: Art Art History Music Theater	2013-14 External Review for Creative Arts 2013-14 External Review for Art 2013-14 External Review for Art History 2013-14 External Review for Music Theater, Dance, Performance Studies did not yet exist	2020-21 2020-21 2020-21 2020-21 2020-21
24.0199	Economics Political Science	2014-15 External Review for Economics 2014-15 External Review for Political Science	2021-22 2021-22
30.0101	Biology Marine Biology	2014-15 External Review for Biology	2021-22
30.3001	Master of Science in Data Science	(Program was developed 2014-15)	2022-23

24.0199	General Studies	(General Studies has not yet completed a review)	2022-23
	Special Program Concentrations	(Special program concentrations has not yet been reviewed)	2022-23
30.2001	International and Area Studies	2016-17 IAS Self-Study 2016-17 External Review for Intl. and Area Studies	2023-24
3.0103	(Interdisciplinary Programs)	2016-17 Interdisciplinarity External Review	
	Environmental Studies	2016-17 Environmental Studies Self-Study (table of contents and two annual reports) 2016-17 External Review for Environmental Studies	2023-24
	Gender Studies	2016-17 Gender Studies Self-Study 2016-17 External Review for Gender Studies	2023-24
Summary Program Review Report for the Florida Board of Governors		2007-14 Summary Report	2015-22

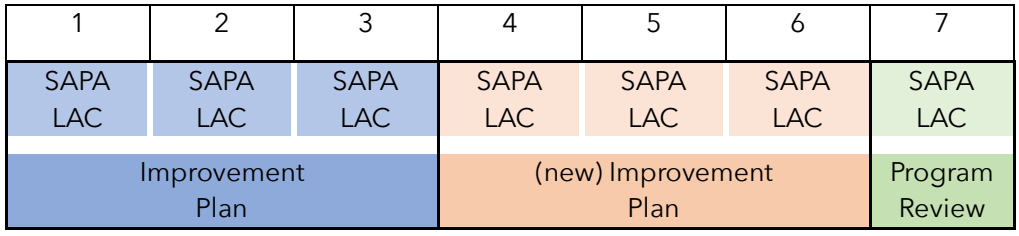
Note: Links to self-studies have only been provided for program reviews conducted since 2016-17.

The 2007-14 Summary Report (in the last row of the table) provides evidence of how these program reviews ensure programs seek improvement. The final two pages of that report list the recommendations made by external reviewers for programs reviewed from 2007 until 2014. These recommendations included improvements to program curricula (e.g., clarifying course prerequisites, focusing course offerings, more coherent sequencing of courses), improvements to co-curricular opportunities (e.g., strengthening career education, broadening internship and service learning opportunities), and improvements that could be made with additional resources (e.g., increased staffing, funds for equipment acquisition and replacement).

The 2016-17 Interdisciplinary External Review provides a more recent example of how programs have sought improvement based on program reviews have led to improvement. Based on recommendations from the external review, NCF established hiring processes for faculty in interdisciplinary fields (and hired eight interdisciplinary faculty in 2018-19), and the tenure and promotion process was modified for faculty in interdisciplinary programs.

(f) Visualization of undergraduate program assessment cycle

The following diagram displays NCF's 7-year assessment cycle for academic programs:



Each year, programs assess learning in their courses through LAC (Liberal Arts Curriculum) course assessments [samples from Anthropology and Biology] (described in response to SACSCOC Principle 8.2b). Programs also assess the competencies of their graduating seniors through the SAPA form [sample from Chemistry]. Based on these results, programs provide a brief narrative reflection on

student learning and program effectiveness. Using these results, programs seek improvement (primarily by modifying courses and pedagogy) and make budget priority requests.

At the same time, programs implement and assess Improvement Plans on a three-year cycle to target specific student learning outcomes with carefully designed interventions. Programs assess the effectiveness of their interventions each year and, at the end of the three-year cycle, write a reflection to determine the extent to which the interventions led to improvement. Then, programs begin another 3-year Improvement Plan cycle.

After completing two 3-year Improvement Plans, programs perform a comprehensive internal program review during the seventh year. Program reviews also include external reviews of program effectiveness. Program reviews culminate with a set of recommendations that can be implemented in future Improvement Plans.

Graduate program assessment: Master of Science in Data Science (MSDS)

New College of Florida's single graduate program – the Master of Science in Data Science (MSDS) – assesses program student learning outcomes via methods that capitalize on the program's cohort model and final semester practicum requirement.

MSDS faculty have articulated six intended program student learning outcomes for the MSDS program:

i. Technical Tools: Working knowledge of the fundamental technical tool sets of data science (R and Python); the ability to acquire and clean data and apply tools of analysis and visualization to find information and answer questions about the data.

ii. Statistical Fundamentals: Working knowledge of the fundamentals of statistical inference and statistical learning.

iii. Algorithms: Working knowledge of the fundamentals of algorithms for data science.

iv. Computing Fundamentals: Working knowledge of the fundamentals of computing for data science (data storage and distributed computing); the ability to design and implement a software artifact for synthesis, storage and analysis of data.

v. Communication: Ability to clearly communicate outcomes; to elicit and understand the needs of the data owner, design appropriate experiments, and communicate results to the data owner.

vi. Teamwork: Ability to work effectively as part of a data science team.

The MSDS Program Assessment Plan summarizes how the program assesses student attainment of each outcome. As the plan indicates, outcomes are assessed via four measures: (1) exams embedded within courses, (2) projects/presentations scored on rubrics, (3) a practicum evaluation scored on a rubric, and (4) a survey administered to program graduates (*The Outcomes Survey*). The only exception is the teamwork SLO, which is assessed by each method except embedded exams.

The third column of the Assessment Plan (*quality*) indicates steps taken to ensure each measure provides appropriate, meaningful, useful information for program improvement. The fourth column of the Plan (*logistics*) briefly describes the logistics of administering, scoring, and communicating results from each assessment. The final column of the Plan (*criteria/threshold*) defines criteria to determine the extent to which the MSDS program meets its own goals.

The Assessment/Curriculum/Expectations (ACE) Map appears on the second page of the Assessment Plan. The ACE Map displays the alignment among courses (in rows), student learning outcomes (in columns), assessment methods (in each cell), and expectations for student performance (in parentheses within each cell). It shows that multiple methods are used to assess each outcome at multiple points throughout the program (with expectations for student performance increasing as students progress through the curriculum). The final two rows of the ACE Map indicate program performance on each SLO is assessed immediately before graduation (through a final faculty review and survey) and after graduation (through an alumni survey).

To provide one in-depth example, consider the *communication* outcome highlighted in yellow. Starting at the top of that column, the ACE Map shows at least one embedded exam and at least one project are used to assess student performance in the *CAP 5300: Statistical Inference for Data Science I* course. Within the first semester, student performance is also assessed with exams and projects embedded within the CAP 5320 and CAP 5322 courses. For each of those assessments, students are expected to perform at a *fundamental* (F) level, as defined by the *Levels of Performance* listed at the bottom of the page. As students progress to the second semester, their performance is expected to reach an *intermediate* level as measured by exams and projects embedded within each course. In the third semester, project-based courses assess student performance with the expectation that students perform at an *intermediate*-to-*mastery* level. In the fourth semester, students are expected to reach full *mastery* of the communication SLO as measured by the practicum evaluation. Then, just prior to a cohort completing the program, a final faculty review will yield a summative evaluation of program performance on this SLO. Finally, after students have completed the program, an alumni survey assesses student perception of the impact the program had on their post-graduation success.

Some of the best practices built into the MSDS Assessment Plan include:

- Multiple assessment methods administered at multiple points throughout the program
- Direct measures (exams and projects) supplemented by indirect measures (surveys)
- Developmental levels of performance to reflect increasing expectations for learning
- Quality control and assurance through standard rubrics and multiple, trained raters
- Explicit alignment of curricular requirements, program SLOs, and expectations for performance
- Methods to ensure formative and summative feedback is provided to students and the program
- A summative (capstone) practicum evaluation completed by multiple trained raters

Details of each assessment method, including quality control efforts, logistics, and criteria to determine the extent to which students attain the learning outcomes are now provided:

(a) Assessment Method: Embedded Exams

- Description: As indicated in the *ACE Map*, exams are administered to students in every course offered in the first two semesters of the program. In addition to providing students with feedback on their performance on course-level outcomes, these embedded exams inform faculty of student performance on program-level SLOs [sample exams from *CAP 5320: Data Munging and Exploratory Data Analysis* course].

- Quality assurance: Course exams are developed by faculty (content experts) who have reviewed the *Training Protocol for Master of Data Science Faculty* to ensure familiarity with program-level outcomes and the defined levels of performance. This allows course-level assessments to contribute assessment data aligned with program-level SLOs. Minutes from a 2016 faculty meeting and a follow-up thank you email from the MDS Director provide evidence of this training. The Graduate Curriculum Committee reviews course exams twice for appropriateness and alignment with

course- and program-level outcomes. First, the descriptions of the exams are reviewed when the GCC approves course syllabi. The GCC then reviews the actual exams at the end of the semester, when instructors submit exams to the MSDS Director.

- Logistics: Exams are developed and administered by faculty instructors. To convert student-level assessment data into program-level assessment results, each course instructor summarizes results from embedded assessment activities in a *Course Assessment Document* [sample CADs from six courses] submitted to the MDS Director at the end of each semester. CADs are explained in greater detail later in this narrative.

- Criteria: Expectations for student performance are defined by the *Levels of Performance* identified for each course on the ACE Map. Faculty report the number of students attaining unsatisfactory, fundamental, intermediate, or mastery levels of performance in the *Course Assessment Document* submitted to the MDS Director at the end of each semester. It is expected that all students in each course attain the level of performance identified in the ACE Map (e.g., all students in the second semester CAP 5327 course are expected to attain an intermediate level of performance in the computing fundamentals SLO).

(b) Assessment Method: Projects / Presentations

- Description: As indicated in the ACE Map, program-level outcomes are also assessed via projects and presentations embedded within (and across) courses. During the first semester, projects are standalone embedded within individual courses. For example, the first group project assigned in the *Data Munging and Exploratory Data Analysis* class asks students to download, import, manipulate, and visualize a dataset. The second group project in that course is more complex, asking students to work together to answer two more open-ended questions using multiple datasets. For both group projects, students are asked to communicate their results in a written report and a group presentation. By the third semester, students are assigned complex projects that span multiple courses.

  For example, the *Practical Data Science* course provided third semester students with an opportunity to work on projects involving a rich data set (67 terabytes) supplied by Akamai, one of the program's corporate sponsors. The data consisted of weblogs for Akamai global operations. The charge accompanying Akamai's data read, "The data describes one month of web routing activity corresponding to a subset of Akamai's servers. Akamai is interested in understanding network behavior, in particular, behavior that represents a threat to our customers and our operations." The size of the data required each team of students to employ distributed computing techniques to archive the data and begin an exploratory data analysis. In exploring the data, students were required to aggregate data and employ fundamentals of statistical analysis to define and quantify patterns in the data. Querying the data required students to understand the complexity of the operation they wished to perform, thus requiring them to employ skills introduced in their *Algorithms for Data Science* course. Having found interesting subsets of data, students were required to communicate their initial findings to their course instructor and the data owner, to ascertain whether the needs of the data owner were being met. Students were then required to construct a software artifact that would permit the data owner to further explore the patterns the team discovered. Finally, each team was required to present their results in an oral presentation that included appropriate visualization for a representative of the data owner and the faculty of the MDS program.

Thus, this project required students to employ techniques from no fewer than seven of the eight first year courses.

- Quality assurance: To ensure consistency in scoring, projects and presentations are scored by faculty on common rubrics. MSDS faculty have developed rubrics to assess written work and oral presentations (aligned with program outcome #5: communication); visualization (aligned with program SLO #1: technical tools); and teamwork (aligned with program SLO #6: teamwork). Each row within each rubric represents a specific component of the program-level outcome. For example, the oral presentation rubric allows for faculty to assess and provide student-level feedback on each student's audience awareness, organization, delivery, and use of technology (as well as the content of the presentation). Each column represents an increasing level of performance (from unsatisfactory on the left, to fundamental, intermediate, and mastery). The individual cells within each rubric describe observable behaviors or artifacts that align with each level of performance. Faculty have been trained in the use of these rubrics, as outlined in the Training Protocol Document and evidenced by sample rubrics completed by faculty as part of a calibration exercise in which multiple faculty evaluated student presentations and compared scores.

- Logistics: Project and presentation assignments are designed by faculty and scored on the common program rubrics. To turn this student- and course-level assessment data into program-level assessment data, faculty summarize project and presentation assessments in the course assessment documents submitted to the MDS Director at the end of each semester.

- Criteria: Expectations for student performance on projects and presentations are defined by the *Levels of Performance* identified for each course on the *ACE Map*. Faculty report the number of students attaining unsatisfactory, fundamental, intermediate, or mastery levels of performance in the *Course Assessment Document* submitted to the MSDS Director at the end of each semester. It is expected that all students in each course attain the level of performance identified in the ACE Map. As an example, the Course Assessment Document from the Time Series Analysis course indicates all seven students met at least the intermediate level of performance expected of students on program SLO #1 (technical tools). The Course Assessment Document from the Practical Data Science course indicates six of seven students failed to attain the expected intermediate level of performance on program SLO #4 (communication).

(c) Assessment Method: Practicum Assessment

- Description: In the final semester of the program, students are placed in supervised practicum experiences to work as part of a data science team. Students are supervised by both on-site practicum supervisors (the corporate sponsors) and MSDS faculty (via weekly progress reports and biweekly meetings). The practicum serves as a capstone experience, allowing students to demonstrate their attainment of all six program-level SLOs. To assess attainment of these SLOs, students are evaluated by both faculty and on-site practicum supervisors using a Practicum Assessment Rubric.

- Quality assurance: Because student performance is assessed by both faculty and on-site practicum supervisors, it is extremely important to ensure scoring is consistent. While faculty, having received training on program assessment expectations, on-site practicum supervisors would be expected to have much less familiarity with the program's

assessment methods and tools. The Practicum Assessment Rubric ensures some level of consistency. For example, within the first outcome (technical skills), evaluators are able to assess student performance in their use of Python and R, their understanding and skill in data storage and retrieval, software engineering, and inference and problem solving. Evaluators are able to rate student performance in each of these components on a scale ranging from "does not meet expectations" to "exceeds expectations." This expectation-based score scale was chosen because the levels of performance (fundamental, intermediate, mastery) are not as useful in a capstone course (in which all students are expected to reach the mastery level of performance). This expectation-based scale was also designed to be easier for on-site practicum supervisors to understand.

While the rubric helps ensure all students are scored on the same scale by each evaluator, it was recognized that the on-site practicum supervisors would need to be trained in the use of the rubric. After students were placed in practicum sites, training consent forms were sent to each on-site practicum supervisor. In signing the training consent forms, the supervisors agreed to be trained in the proper use of the practicum rubric. This training is summarized in Practicum Assessment Guidelines developed by the MSDS Director. As the Guidelines indicate, the training primarily consists of efforts to calibrate practicum supervisor expectations with the mastery level of performance defined by MDS faculty.

- Logistics: Each embedded student is assigned a supervisor at NCF and a supervisor at the corporate partner's site. The site supervisor must provide, in writing, consent to be trained to assess student performance according to the assessment guidelines. Prior to the beginning of any practicum, each supervisor must speak with the MSDS Director to ensure they understand their responsibilities. During the course of the practicum, both the practicum supervisor and the student are required to contact the MSDS Director to discuss student progress. At the conclusion of the practicum, the supervisor is required to complete an evaluation form for the student's experience and the student is required to provide a written report and an oral report on their experience. The NCF supervisor determines the final evaluation of the practicum based on the materials provided by both the supervisor and the student, and the biweekly reports obtained throughout the semester.

- Criteria: All students in the practicum experience are expected to reach a mastery level of performance on each program SLO. Expectations are defined in the Practicum Assessment Guidelines document.

(d) **Assessment Method: Alumni Survey**

- Description: The MSDS program tracks the success of its graduates through personal contact and alumni surveys.

- Quality assurance: Prior to 2018, the externally-developed and benchmarked *The Outcomes Survey* was administered. Because MSDS faculty have been able to track every graduate through personal communication, *The Outcomes Survey* is no longer used.

- Logistics: The Director of Institutional Performance Assessment was responsible for administering *The Outcomes Survey*. The MSDS Director is now responsible for tracking the success of

graduates. Information about the success of MSDS graduates has been submitted to the Governor of Florida in quarterly reports [sample return on investment reports from 2017-19].

– Criteria: The MSDS Director set a threshold of 90% of program completers securing jobs in Data Science commanding salaries of $75,000 or more per year. This expectation is based on an analysis of external demand and salary levels completed when designing the program. So far, the program has been able to exceed these goals.

Information from these four core assessment methods is supplemented by a final faculty review and program completion statistics. During the final MSDS faculty meeting of the fourth semester – after students return to campus from their practicum assignments – MSDS faculty conduct a final assessment of each student's body of work, along with their course grades, presented by each student's faculty advisor. Faculty determine whether the student has fulfilled all requirements (maintenance of a cumulative 3.0 average and successful completion of eleven courses and the practicum) as the Program Director certifies that all degree candidates have reached the mastery level of performance on the six program outcomes.

Results: Course and Curriculum Assessment Documents

As described earlier, faculty report results from embedded exams and projects on Course Assessment Documents (CADs) by recording the number of students attaining each performance level on each program outcome at the end of each course. The following table summarizes average CAD scores across all MSDS courses from 2016-2019:

	Average CAD Score (2016-2019)				
	1st semester	2nd semester	3rd semester	4th semester	Trend
1. Technical tools	1.51	1.77	2.42	2.96	
2. Statistical fundamentals	1.41	1.65	2.14	2.78	
3. Algorithms	1.32	1.90	2.22	2.91	
4. Computing fundamentals	1.46	1.79	2.49	2.91	
5. Communication	1.55	1.83	2.19	2.91	
6. Teamwork	1.52	1.86	2.47	2.96	

0 = Unsatisfactory | 1 = Fundamental | 2 = Intermediate | 3 = Mastery

On a scale from 0 (unsatisfactory) to 3 (mastery), CAD scores for students in first semester MSDS courses have averaged around 1.5 on each program outcome (representing a fundamental level of performance). By the fourth semester, the average CAD score has increased to nearly 3 (representing mastery of each program student learning outcome).

On the CADs, faculty also identify the instruments used to assess student attainment of program outcomes and make notes of any generalizations they wish to make as a result of their embedded assessment activities. These generalizations can include the identification of areas of relative strength and weakness among students and ideas for program improvement. In many cases, the link between assessment results and identified potential improvements is obvious. In other cases – when the link is only obvious for the faculty

member teaching the course – faculty discussions of these course assessment documents yield additional information. As described in the *Training Protocol* document, faculty submit these course assessment documents to the MSDS Director at the end of each semester.

These course assessment documents then inform the development of an annual program assessment summary document. At the end of each academic year, the MSDS Director is charged with collecting Course Assessment Document for each class and summarizing results (along with results from the external practicum evaluations). The resulting document, called the *Curriculum Assessment Document*, serves as a tool to assess the degree to which the program is achieving its core outcomes. It maps student- and course-level assessment results to program-level student learning outcomes and provides evidence-based suggestions for program improvement:

- Fall 2016 (Preliminary) Curriculum Assessment Document
- 2017-18 Report: Data Science at New College (Curriculum Assessment is Appendix I)
- 2018-19 Report: Data Science at New College (Curriculum Assessment is Appendix I)

Those Curriculum Assessment Documents provide evidence of the program using assessment results to seek improvement. For example, the 2016 Curriculum Assessment Document suggests improving student programming ability by employing "…TAs capable of helping students with Python." That improvement was made the following year, as the 2017-18 report notes that, "The program should continue to employ TAs capable of helping students with Python."

The 2017-18 report also suggests the program could be improved by offering a basic skills boot camp that covers mathematical foundations (linear algebra, calculus, and probability). This improvement was made, as the 2018-19 report notes:

> *As part of orientation, students were offered a five-hour bootcamp covering mathematical foundations for the material covered in Algorithms and Statistical Inference. Students were eventually surveyed and reported the workshop a valuable experience.*

The 2018-19 report also notes that, "The curriculum for Statistical Inference 1 and Statistical Inference 2 were again significantly revised, in part to reflect realities related to gaps in student preparation in mathematics."

Conclusion

Through Academic Learning Compacts, Effectiveness Assessment Reports, and the Master of Science in Data Science Curriculum Assessment Documents, New College of Florida documents expected student learning outcomes for each of its programs, assessment of those outcomes, and evidence of seeking improvement based on analysis of those assessment results. Recently introduced Improvement Plans strengthen academic program assessment at NCF by ensuring programs focus on measuring improvement rather than simply seeking improvement.

Supporting Evidence (in order of appearance)
1) Undergraduate General Catalog – Area of Concentration Types 2) Florida Board of Governors Regulation 8.016 3 – 36) Academic Learning Compacts 37) NCF's 2017 Status Report 38) Final Accountability Report published for the State University System 39 – 46) Sample curriculum maps 47) Internally-developed rubric to evaluate programmatic assessment

48) Sample pages from a 2003 Institutional Effectiveness Plans and Indicators report
49 – 86) 2010-13 Effectiveness Assessment Reports
87 – 115) 2013-15 Effectiveness Assessment Reports
116 – 145) 2015-17 Effectiveness Assessment Reports
146) Internally-developed rubric to evaluate programmatic assessment
147) Table of the assessment instruments employed by each program in the 2013-15 EARs
148) Baccalaureate Examination Report
149) Student Academic Program Assessment (SAPA)
150) Gender Studies program added a statement to the SAPA
151) English, Environmental Studies, Literature, Political Science, and Religion program-specific SAPA statements
152 – 157) Sample SAPA Summary Reports (2013-17)
158) Internally-developed rubric to evaluate programmatic assessment
159) Political Science 2013-15 EAR
160) Chemistry 2013-15 EAR
161) Learning to Improve (Bryk, et al., 2015)
162) Practical Improvement (Yeager, et al., 2013)
163) A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig (Fulcher, et al., 2014)
164 – 194) 2018-21 Improvement Plans
195) Classics program 2018-21 Improvement Plan
196) History Improvement Plan (with rubric)
197) Political Science Improvement Plan (with SAPA questions)
198) Biology Improvement Plan
199) Improvement Science research (2019 National Council on Measurement in Education annual meeting program)
200) Anthropology Feedback Form
201) Classics Feedback Form
202) Biology Improvement Plan Assessment Results
203) 2017-18 Budget Prioritization Requests
204) Florida Board of Governors Regulation 8.015
205) 2007-14 NCF Program Review Summary Report
206) General Process for Academic Program Reviews
207) 2018 Program Review Self-Study Template
208) November 11, 2017 Faculty Meeting Minutes
209 – 233) Program Review documents
234) Interdisciplinarity External Review (2017)
235) Sample LAC Course Assessment results (Anthropology and Biology)
236) Sample SAPA results (Chemistry)
237) MSDS Assessment Plan
238) Sample exams from CAP 5320: Data Munging and Exploratory Data Analysis course
239) Training Protocol for Master of Data Science Faculty
240) Minutes from a 2016 faculty meeting
241) Follow-up thank you email from the MDS Director
242) GCC approves course syllabi
243) Sample CADs from six courses
244) First group project assigned in the Data Munging and Exploratory Data Analysis class
245) Second group project in that course
246) Rubric: Written Work
247) Rubric: oral presentations
248) Rubric: visualization
249) Rubric: teamwork
250) Training Protocol Document
251) Sample rubrics completed by faculty as part of a calibration exercise
252) Course Assessment Document from the Time Series Analysis course
253) Course Assessment Document from the Practical Data Science course
254) Practicum Assessment Rubric
255) Training consent forms
256) Practicum Assessment Guidelines
257) Sample return on investment reports from 2017-19
258) Fall 2016 (Preliminary) Curriculum Assessment Document
259) 2017-18 Curriculum Assessment Document
260) 2018-19 Report: Data Science at New College (Curriculum Assessment is Appendix I)

8.2: Student outcomes

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

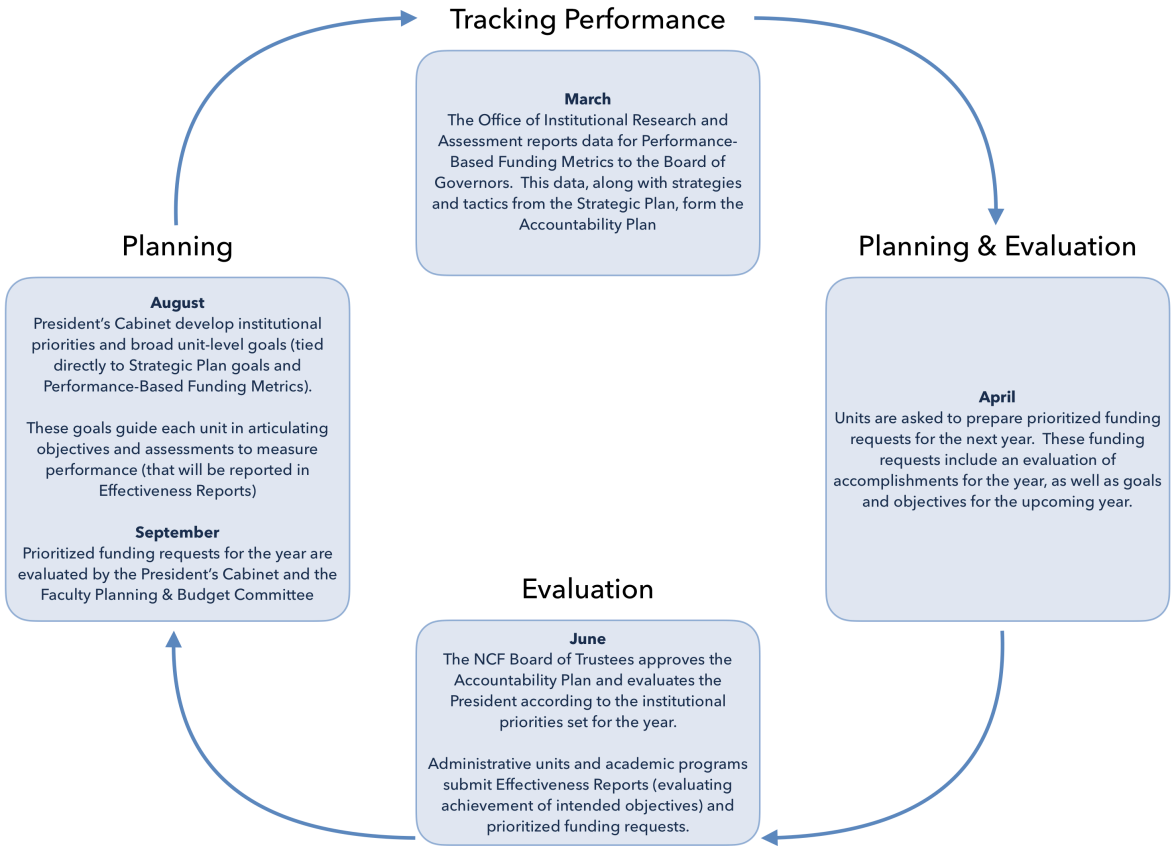
a. student learning outcomes for each of its educational programs,
b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,
c. academic and student services that support student success.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through institutional effectiveness processes – annual administrative Effectiveness Reports, academic Effectiveness Assessment reports, academic program reviews, and the budget prioritization and allocation processes – New College of Florida (NCF) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and seeks improvement based on the analysis of assessment results for its educational programs, undergraduate general education program (the Liberal Arts Curriculum), and academic and student support services.

The following diagram (which also appears in the compliance argument for SACSCOC Principles 7.1 and 7.3) summarizes NCF's annual cycle of planning, evaluation (assessment), and budgeting. In short, each academic and student support program articulates goals and objectives by August and reports results (and uses of those results) by the next July. These results are considered in September as the College evaluates budget prioritization requests and allocates funding for improvement.



8.2b: Student outcomes: general education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) identifies expected collegiate-level general education competencies of its undergraduate degree program and assesses the extent to which students achieve those competencies in an effort to improve its Liberal Arts Curriculum (LAC).

General education at NCF: The Liberal Arts Curriculum (LAC)

Florida Statute 1007.25(3) and Florida Board of Governors (BOG) Regulation 8.005 mandate that NCF offer a general education program that requires students to complete core courses in communication, mathematics, social sciences, humanities, and natural sciences. The statute further requires each general education core course to contain "high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course."

At New College of Florida, these state requirements have been operationalized into a general education component known as the *Liberal Arts Curriculum* (LAC). All NCF students must successfully complete the LAC in order to earn the Bachelor of Arts degree. The LAC requirement – described in detail in the Liberal Arts Curriculum Guidelines, the LAC website, the Undergraduate General Catalog, Section 6.2.1 of the Faculty Handbook, and in response to SACSCOC Principle 9.3 (General Education Requirements) – is that students study a broad range of subjects, as well as diverse perspectives, and demonstrate basic proficiency in mathematics and advanced proficiency in written and oral English language. To fulfill the LAC requirements, students must:

1. Satisfactorily complete at least 8 Liberal Arts Curriculum (LAC) courses, including:
    a. At least 7 courses that expand disciplinary breadth, with at least one from each of the three Divisions (Humanities, Social Sciences, and Natural Sciences)
    b. At least one course that addresses issues of race, class, gender, and/or religious difference

    Students may satisfy all or part of this first requirement through eligible transfer course credit or acceptable scores on AP, IB, AICE, or CLEP examinations to fulfill the LAC course requirements. Earning an Associate of Arts degree from a Florida State College System institution also fulfills this first requirement.

2. Demonstrate basic competence in mathematics. Satisfactory completion of a math course at New College, appropriate transfer credit, or acceptable scores on the SAT, ACT, or appropriate AB, IB, AICE, or CLEP exam also fulfill this requirement.

3. Satisfactorily complete the senior thesis project and oral Baccalaureate Exam to demonstrate proficiency in writing and oral communication.

Collegiate-level general education competencies: LAC outcomes

In completing these LAC requirements, NCF students are expected to achieve the following collegiate-level competencies [LAC Guidelines]:

(a) Communication Skills
Students proficiently express ideas orally and in writing

(b) Critical Thinking Skills
Students integrate ideas from various sources; analyze data; apply theory; and synthesize information. By employing these abilities and competencies students see connections and reach defensible new conclusions

(c) Ways of Knowing in the Humanities/Fine Arts
Students understand how questions are posed and how insights into those questions, or creative responses to them, are developed in a Humanities or Fine Arts discipline

(d) Ways of Knowing in the Social/Behavioral Sciences
Students understand how questions about individuals and social groups are framed and addressed through observational research, experimentation and data analysis

(e) Ways of Knowing in the Natural Sciences and Mathematics
Students understand how conclusions are drawn through experimental data and understand mathematical reasoning from starting assumptions

(f) Ways of Knowing in Diverse perspectives
Students engage in a meaningful way with issues of race, class, gender, and/or religious difference

These intended learning outcomes - higher-order skills, competencies, and ways of knowing - flow directly from the institutional mission of NCF as the residential, liberal arts honors college for the state of Florida.

Methods to assess general education competencies

New College of Florida employs multiple methods to assess student attainment of LAC competencies which yield information to improve the LAC program. These methods include:

1. course-level assessments to measure improvement in each student's level of competency as they progress through the LAC program
2. summative capstone assessments to evaluate the attainment of collegiate-level competencies upon completion of the LAC program
3. externally-benchmarked assessments to validate interpretations made from internally-developed assessments of LAC competencies

After describing each of these assessment methods, sample results will be provided for each LAC program competency.

Assessment Method #1: LAC course-level assessment (LAC-Course Student Outcome Assessment)
NCF faculty expect students to attain the LAC collegiate-level competencies by completing LAC-designated courses, writing a senior thesis, and completing a baccalaureate exam. Thus, each LAC course is expected to contribute to the development of student competencies. To assess the contribution each course is making to the development of these competencies, NCF has used the LAC-Course Student Outcome Assessment Form (LAC Outcome Assessment) since 2007.

At the end of each term, all NCF faculty enter narrative evaluations for their students into the Student Evaluation System. As faculty enter evaluations for LAC-designated courses, the System automatically provides a link to the LAC Outcome Assessment. As noted in Section 6.2.1.1 of the Faculty Handbook, faculty teaching LAC courses are expected to complete LAC Outcome Assessments for a random sample of no more than 20 students.

The LAC Outcome Assessment asks faculty to rate the level of improvement each student demonstrated over the semester in four competencies:

- Command of course material
- Oral communication skills
- Written communication skills
- Reasoning and critical thinking skills

For each of these competencies, faculty indicate whether each student demonstrated *very much*, *some*, *a little*, or *no* improvement over the semester. Faculty are also able to enter comments about each student's performance and indicate if any of the competencies do not apply to the course.

While the outcomes listed on the LAC Outcome Assessment do not mirror the language of the six LAC program competencies, results from the LAC Outcome Assessment do allow for valid inferences to be made about student improvement and the contribution LAC courses make to student attainment of the LAC program competencies. For example, results from the second and third LAC Outcome Assessment items ("oral communication skills" and "written communication skills") provide evidence aligned with the first LAC program competency ("Communication Skills: Students proficiently express ideas orally and in writing.").

The following table displays the alignment between LAC Outcome Assessment items and LAC program competencies:

LAC Competency	Alignment of LAC Outcome Assessment results to the LAC Competencies
Communication skills	Results from all LAC courses on the "oral communication skills" and "written communication skills" items provide evidence of student improvement in this LAC competency.
Critical Thinking skills	Results from all LAC courses on the "reasoning and critical thinking skills" item provide evidence of student improvement in this LAC competency.
Ways of Knowing in the Humanities / Fine Arts	For courses designated as fulfilling the Humanities LAC requirement, results from the "command of course material" and "reasoning and critical thinking skills" provide evidence of student improvement in this LAC competency.
Ways of Knowing in the Social / Behavioral Sciences	For courses designated as fulfilling the Social Science LAC requirement, results from the "command of course material" and "reasoning and critical thinking skills" provide evidence of student improvement in this LAC competency.
Ways of Knowing in the Natural Sciences and Mathematics	For courses designated as fulfilling the Natural Sciences and Mathematics LAC requirements, results from the "command of course material" and "reasoning and critical thinking skills" provide evidence of student improvement in this LAC competency.
Ways of Knowing in Diverse Perspectives	For courses designated as fulfilling the Diverse Perspectives LAC requirement, results from the "command of course material" and "reasoning and critical thinking skills" provide evidence of student improvement in this LAC competency.

From this, it is clear that the LAC Outcome Assessment can only provide meaningful results if LAC-designated courses are directly aligned with LAC program competencies. To ensure this alignment, Section 6.2.1.1 of the Faculty Handbook outlines procedures used to determine which courses are designated as LAC courses:

1. Faculty members self-identify courses that meet LAC disciplinary breadth requirements when they propose courses for the following academic year.

2. New LAC course descriptions are submitted to Divisions for discussion and feedback, confirmed by the Division Chair, and forwarded to the Registrar. A sample email from the Chair of the Social Sciences Division provides evidence that this process is followed. This email confirms that faculty within the Division discussed and provided feedback on new LAC courses to be offered in Fall 2018.

To further ensure results are meaningful, faculty enter LAC Outcome Assessment results after they have carefully evaluated each student's body of work in the course and written a narrative evaluation. This, along with the fact that all faculty teaching LAC courses provide results (for up to 20 students in each course), ensure the aggregation of LAC Outcome Assessment results provides meaningful data that can be used for LAC program improvement.

Assessment Method #2: LAC summative capstone assessment (thesis, baccalaureate exam, Student Academic Program Assessment, Baccalaureate Student Survey)

The capstone senior thesis and Baccalaureate Exam requirements provide opportunities to assess the achievement of collegiate-level competencies for all students – even those who transfer-in with most or all LAC program requirements already fulfilled. NCF assesses at this capstone level with Senior Thesis/Project Evaluation Forms, Baccalaureate Examination Forms, the Student Academic Program Assessment (SAPA), and the Baccalaureate Student Survey (BSS).

a. Senior Thesis or Project Evaluation Form
   As stated in the Undergraduate General Catalog, "In order to graduate from New College of Florida, all students, regardless of Area of Concentration, undertake and complete a senior project or thesis. The completed project should demonstrate the ability to express ideas and information in writing." Section 6.17 of the Faculty Handbook explains that the faculty sponsor of each thesis must submit a formal written evaluation of the thesis or project.

   These written evaluations, entered into the online Student Evaluation System, allow the faculty sponsor to assess collegiate-level competencies demonstrated in the senior thesis, including communication skills, content knowledge, and critical and creative thinking skills.

b. Baccalaureate Examination Report
   All NCF undergraduate students must also complete a baccalaureate examination prior to graduation. The baccalaureate examination usually includes a defense of the senior thesis or project, an examination in the area of concentration (discipline), and an examination of the student's education in general. As described in Section 6.18 of the Faculty Handbook:

   > *The baccalaureate examination is logically the final requirement for graduation, coming normally in the final term and presupposing the completion of the senior thesis/project and the substantial completion of the area of concentration. The faculty as a whole will make the final certification that all requirements for graduation have been met. The*

examination represents the collegial responsibility of the faculty that no student may graduate until the quality of his/her educational achievement has been closely examined and approved by three faculty members. Each New College graduate is expected to possess strong oral communication skills. Therefore, a student's ability to express ideas and information orally is assessed as part of the baccalaureate examination evaluation process.

From this description, it's clear that the purpose of the baccalaureate examination is to certify the collegiate-level competencies of every student.

The faculty thesis sponsor, plus at least two other faculty members, constitute a student's Baccalaureate Committee. Following the baccalaureate examination, members of the Baccalaureate Committee complete, sign, and submit a Baccalaureate Examination Report. Similar to the Thesis Evaluation Form, the Baccalaureate Examination Form represents an assessment of core learning goals, including communication skills, content knowledge, and critical and creative thinking skills. Faculty provide an overall evaluation and comments on student performance at the baccalaureate examination.

A completed Baccalaureate Examination Report demonstrates what information is captured through this assessment.

c. Student Academic Program Assessment (SAPA)
While both the Thesis Evaluation Form and Baccalaureate Examination Report provide comprehensive, cumulative assessment of student performance on LAC program competencies, both forms provide student-level assessment results. Aggregating the single overall evaluation provided on these forms would not provide enough information to allow for LAC program improvement. Likewise, the comments for individual students on these forms would be too difficult to aggregate to be useful for program improvement. Due to these limitations, the Student Academic Program Assessment (SAPA) was developed to yield meaningful, useful, program-level assessment results for the LAC competencies.

Upon completion of the baccalaureate examination, the (three or more) faculty comprising each student's Baccalaureate Committee use the SAPA to score the student in 13 areas:

1. Student demonstrates a depth of knowledge in the AOC (area of concentration).
2. Student demonstrates appropriate skills to make contributions to the AOC field.
3. Student effectively uses technology appropriate to his or her AOC.
4. Student demonstrates critical thinking skills appropriate for her or his AOC.
5. Student demonstrates effective use of quantitative skills appropriate for the AOC.
6. Student effectively expresses his or her ideas orally.
7. Student effectively expresses his or her ideas in writing.
8. Student's academic record demonstrates breadth.
9. Student shows evidence of intellectual curiosity.
10. Student demonstrates creativity.
11. Student works well with others in academic settings.
12. Student demonstrates a strong sense of personal responsibility and self-discipline.
13. Student has fulfilled our expectations of his or her intellectual potential.

On the SAPA, faculty rate their level of agreement (on a five-point Likert scale, from strongly agree to strongly disagree) with each statement. A rating of agree is assigned to students who demonstrate a college-level competency in each outcome.

While the areas articulated in the SAPA do not exactly mirror the LAC program competencies, results from the SAPA *do* align with the LAC competencies. This alignment is demonstrated in the following table:

LAC Competency	SAPA alignment with LAC Competencies
Communication skills	SAPA results from statements: 6: Student effectively expresses his or her ideas orally. 7: Student effectively expresses his or her ideas in writing.
Critical Thinking skills	SAPA results from statement: 4: Student demonstrates critical thinking skills appropriate for her or his AOC.
Ways of Knowing in the Humanities / Fine Arts	SAPA results from statements: 8: Student's academic record demonstrates breadth. 10: Student demonstrates creativity.
Ways of Knowing in the Social / Behavioral Sciences	SAPA results from statements: 8: Student's academic record demonstrates breadth. 9: Student shows evidence of intellectual curiosity.
Ways of Knowing in the Natural Sciences and Mathematics	SAPA results from statement: 8: Student's academic record demonstrates breadth. 5: Student demonstrates effective use of quantitative skills appropriate for the AOC.
Ways of Knowing in Diverse Perspectives	SAPA results from statement: 11: Student works well with others in academic settings.

A sample of SAPA results from the Anthropology area of concentration (2013-17) displays the assessment information provided by the SAPA.

d. Baccalaureate Student Survey (BSS)

The Thesis Evaluation Form, Baccalaureate Examination Report, and Student Academic Program Assessment provide direct measures of student achievement of LAC competencies. LAC competencies are also assessed via an indirect method – the Baccalaureate Student Survey (BSS).

The BSS, a survey administered each year since 2007 to graduating seniors, measures the level at which students were satisfied with the effectiveness of their education at New College in 12 key areas:

1. Conceptual thinking
2. Critical thinking
3. Analytical thinking
4. Creative thinking
5. Written expression
6. Oral expression
7. Ethical reasoning
8. International issues awareness
9. Environmental issues awareness
10. Visual and performing arts appreciation
11. Consideration of issues related to race/ethnicity
12. Consideration on issues related to gender

For each area, students indicate whether their New College education was (1) not effective, (2) somewhat effective, (3) effective, or (4) very effective.

The following table displays the alignment of the BSS aspects with the LAC competencies:

LAC Competency	BSS alignment with LAC Competencies
Communication skills	5: Written expression 6: Oral expression
Critical Thinking skills	2: Critical thinking 3: Analytic thinking
Ways of Knowing in the Humanities / Fine Arts	1: Conceptual thinking 4: Creative thinking 10: Visual and performing arts appreciation
Ways of Knowing in the Social / Behavioral Sciences	1: Conceptual thinking
Ways of Knowing in the Natural Sciences and Mathematics	1: Conceptual thinking
Ways of Knowing in Diverse Perspectives	11: Consideration of issues related to race/ethnicity 12: Consideration on issues related to gender

A sample section from the 2015 BSS results report displays the assessment information provided by the Baccalaureate Student Survey.

Assessment Method #3: LAC externally-benchmarked assessment

While the LAC course-level and capstone assessments described above provide a comprehensive assessment of LAC competencies, each of those assessment methods were developed internally. To provide external validation of these results, NCF also administers externally-benchmarked assessments of LAC competencies.

Over the past twelve years, these externally-benchmarked assessments have included:

- The *Collegiate Assessment of Academic Proficiency* (CAAP) developed by ACT, Inc. This critical thinking assessment was administered in 2007 to a sample of 222 incoming and third-year students.

- The External Thesis Review Panel. As described in New College of Florida's 2008 Compliance Certification Report:

  > *In June 2007, New College assembled a panel of faculty members from other undergraduate institutions to review a random selection of New College senior theses and senior projects. Each panel member taught at an institution that either required or had an optional undergraduate senior thesis (Hampshire College, Emory University, Rollins College, and Florida Atlantic University's Wilkes Honors College). Panelists reviewed 38 randomly selected New College senior theses from the two most recent graduating classes and evaluated them using a rubric developed by the Consortium for Innovative Environments in Learning (CIEL).*

A Report on the 2007 External Assessment of Senior Theses indicates the process "was intended as a key external assessment of college-wide learning outcomes for General Education, and particularly the Communication, Critical Thinking and Content aspects of General Education."

- Teagle Foundation Funded Senior Thesis Assessment. From 2008 through 2013, New College joined other liberal arts colleges (Hampshire, Bard, Bennington, Colorado, Smith, and Wellesley) in a 4-year, Teagle Foundation funded project entitled, "Assessing the Senior Thesis to Improve Teaching and Learning." As described in the grant award summary, the purpose of the project was "to undertake a comparative assessment of senior theses leading to a series of workshops at which emerging data will be presented, shared, and used to guide the development and implementation of campus-based improvement plans suggested by the consortium's analysis." After developing a common rubric, faculty from all seven colleges scored senior theses and discussed institutional practices that may improve student performance on the thesis.

- VALUE Institute. In 2018, New College participated in the VALUE Institute, a partnership between the Association of American Colleges and Universities (AAC&U) and Indiana University's Center for Postsecondary Research (IU CPR). Through this agreement, NCF was able to submit 100 student theses to the VALUE Institute to be scored according to standardized VALUE rubrics by trained and certified scorers. In the 2018 submission, student theses were assessed for written communication and critical thinking skills.

- National Survey of Student Engagement (NSSE). From 2001 until 2019, NCF administered the NSSE ten times. Results from the NSSE indicate student perceptions of the level to which their experiences at New College contribute to their development in LAC competencies such as written communication, oral communication, critical thinking, and diverse perspectives. From 2002-2011, the Office of Institutional Research and Assessment summarized trends in these items over time [National Survey of Student Engagement results 2002-2011]. Since the "new NSSE" was updated in 2013, New College has relied on the standard reports provided by NSSE.

Summary of methods to assess collegiate-level general education competencies

The table on the following page summarizes the methods used to assess each LAC program competency over the past decade.

The section following the table provides results from each of these assessments and indicates how results have been used to seek LAC program improvements.

	LAC Assessments			
LAC Competencies	LAC-Course Outcome Assessment Form	SAPA items	Baccalaureate Student Survey	Externally-Benchmarked
Communication skills	All LAC courses: 2 (oral communication) 3 (written communication).	6 (express ideas orally) 7 (express ideas in writing)	5 (writing) 6 (oral expression)	External Thesis Panel Teagle Project VALUE Institute NSSE
Critical Thinking skills	All LAC courses: 4 (reasoning and critical thinking skills)	4 (critical thinking skills)	2 (critical thinking) 3 (analytic thinking)	CAAP External Thesis Panel VALUE Institute NSSE
Ways of Knowing in the Humanities / Fine Arts	LAC Humanities courses: 1 (command of course material) 4 (reasoning and critical thinking skills)	8 (academic breadth) 10 (creativity)	1 (conceptual thinking) 4 (creative thinking) 10 (visual and performing arts appreciation)	External Thesis Panel (content)
Ways of Knowing in the Social / Behavioral Sciences	LAC Social Science: 1 (command of course material) 4 (reasoning and critical thinking skills)	8 (academic breadth) 9 (intellectual curiosity)	1 (conceptual thinking)	External Thesis Panel (content)
Ways of Knowing in the Natural Sciences and Mathematics	LAC Natural Science and Mathematics courses: 1 (command of course material) 4 (reasoning and critical thinking skills)	8 (academic breadth) 5 (quantitative skills)	1 (conceptual thinking)	External Thesis Panel (content)
Ways of Knowing in Diverse Perspectives	LAC Diverse Perspectives: 1 (command of course material) 4 (reasoning and critical thinking skills)	11 (works well with others)	11 (issues related to race/ethnicity) 12 (issues related to gender)	NSSE

Analysis and Use of Assessment Results for Improvement of LAC Competencies

This section provides results for each LAC competency and examples of how those results were used to seek improvement. Unless otherwise noted, the Office of Institutional Research and Assessment analyzes all LAC program-level assessment results and disseminates reports to faculty and staff.

- Competency #1: Communication Skills (Students proficiency express ideas orally and in writing)

  Collegiate-Level General Education Competency (Articulated LAC Program Outcome):
  Communication Skills: Students proficiency express ideas orally and in writing

LAC-Course Outcome Assessment Results

The following table displays the average LAC course assessment scores for oral and written communication skills for the past five years (from all LAC courses offered):

LAC-Course Outcome Assessment: The student's _____ demonstrated improvement over the semester					
	2014-15	2015-16	2016-17	2017-18	2018-19
oral communication skills	3.09	3.05	3.04	3.18	3.20
written communication skills	3.31	3.26	3.28	3.31	3.24
Values represent mean scores on a scale from 1 (not at all) to 4 (very much) for ALL LAC courses					

Participation in the LAC assessment is typically high, with 100% of faculty teaching LAC courses submitting LAC Course Assessment results in 2018-19.

Because the LAC Course Assessment measures growth in achievement over the semester, a score of 2 ("a little" improvement) represents the minimum threshold of acceptability. As the table indicates, the average student in an LAC course has scored above 3 ("some" improvement) for the past five years.

Taking another look at the data, the following table shows that over the past five years, more than 80% of students in LAC courses have earned scores of 3 or 4 in oral and written communication skills.

Distribution of LAC-Course Outcome Assessment Results (2014-2019)				
	Not at all (1)	A little (2)	Some (3)	Very Much (4)
oral communication skills	5%	14%	43%	38%
written communication skills	3%	11%	41%	44%

SAPA (Student Academic Program Assessment) Results

The following table displays average scores from graduating seniors as recorded on the SAPA:

Mean Student Academic Program Assessment (SAPA) Results				
	2015-16	2016-17	2017-18	2018-19
Number of graduates assessed	N = 146	N = 157	N = 152	N = 186
Effectively expresses his or her ideas orally	4.4	4.4	4.5	4.5
Effectively expresses his or her ideas in writing	4.2	4.1	4.2	4.3
Values represent mean scores on a scale from 1 (strongly disagree) to 5 (strongly agree) for ALL LAC courses				

A score of 4 (agree) represents the minimum acceptable threshold for student performance. As the table indicates, the average graduating senior has scored higher than this threshold in oral and written communication skills. In fact, more than 95% of the 2019 graduates scored 4 or 5 in oral communication and 90% scored a 4 or 5 in written communication.

BSS (Baccalaureate Student Survey) Results

The BSS (a survey administered to graduating seniors) measures the level of satisfaction students have with the effectiveness of their education at New College. The following table demonstrates that students consistently rate New College slightly higher than "effective" in developing their communication skills.

BSS Item: How effective were your studies in helping you develop abilities in...								
	2005	2007	2009	2011	2013	2015	2017	2018
Written expression	3.4	3.3	3.3	3.4	3.3	3.2	3.6	3.0
Oral expression	3.2	3.1	3.0	3.1	2.9	3.0	3.5	2.8
Values represent mean scores on a scale from 1 (not effective) to 4 (very effective).								

The Office of Institutional Research and Assessment publishes BSS results on the website.

Externally-Benchmarked Assessment Results

As described earlier, New College of Florida assembled a panel of faculty from other undergraduate liberal arts institutions in 2007 to review a random sample of 38 NCF senior theses and projects using a rubric developed by the Consortium for Innovative Environments in Learning (CIEL).

Results, Comments, and Recommendations from the June 2007 External Assessment of Senior Theses indicate the process "was intended as a key external assessment of college-wide learning outcomes for General Education, and particularly the Communication, Critical Thinking and Content aspects of General Education."

The results indicated that New College of Florida theses represent a "solid mid-scale performance," outscoring theses scored from three other peer institutions. This provides evidence of New College students achieving collegiate-level general education competencies. The results further indicated the relative strengths (rationale, dealing with complexity in framing a topic, and writing mechanics) and weaknesses (argument, position, and scholarly context) of the sample of 38 randomly selected senior theses from the 2006 and 2007 graduating classes.

This external benchmarking exercise also resulted in specific recommendations to improve the collegiate-level General Education competencies demonstrated in student theses. To conclude this report, the Office of the Provost states:

> *We conclude that the thesis rubric assessment developed by CIEL colleagues is a valid assessment of New College theses as they reflect on the achievement of our learning outcome goals for General Education. The results point to ways in which we can "close the loop," enhancing the degree to which our students achieve the General Education outcomes of Communication, Critical Thinking and Content. These results have been made available to New College faculty and to the Writing Resource Center and will be widely discussed. The Office of the Provost will continue to evaluate and to adjust the assessment tool itself so that the information it provides will prove more useful in future years. For example, we will consider modifying the rubric to address learning outcomes goals of the individual disciplines and we will consider using external evaluators with expertise in the disciplines in which the theses are written.*

Also described earlier, New College joined other liberal arts colleges in a 2008 for a four-year project entitled, "Assessing the Senior Thesis to Improve Teaching and Learning." The purpose of the project was "to undertake a comparative assessment of senior theses leading to a series of workshops at which emerging data will be presented, shared, and used to guide the development and implementation of campus-based improvement plans suggested by the consortium's analysis."

As a presentation of the results indicates, theses from NCF students in 2009 compared favorably with those from students at the other institutions. This analysis led to a discussion among faculty on how they could better prepare students for success before the thesis year. The project also encouraged the development of a common rubric to score student theses.

During the 2012-13 academic year, NCF faculty used the senior thesis rubric to assess 70 senior theses from the 2012 graduating class. The mean scores were not significantly different from the external reader scoring in 2009. This, again, provided evidence that the quality of NCF student theses compared favorably to that of students from other institutions. These rubric results were correlated with a student experience survey, confirming several good practices were operating at NCF (e.g., choosing a thesis topic in the third year, revising the thesis through multiple drafts, meeting with faculty advisors weekly, receiving timely and useful feedback from advisors).

Results from these external thesis reviews led to program improvements. As an example, faculty in the History area of concentration developed a History AOC Thesis Rubric to more consistently score student theses and provide useful data for program improvement.

Participation in the VALUE Institute in 2018 and 2019, also described earlier, provided additional assessment data for collegiate-level written communication skills. Through this agreement with the Association of American Colleges and Universities (AAC&U) and Indiana University's Center for Postsecondary Research (IU CPR), 100 senior theses were submitted to the VALUE Institute to be scored according to standardized rubrics by trained and certified VALUE scorers.

NCF submitted 100 theses from students who graduated in 2017 to be scored for written communication and critical thinking – two fundamental LAC outcomes. Prior to submission, the Office of Institutional Research and Assessment met with other Academic Affairs staff to ensure the VALUE rubrics aligned with the College's LAC written communication and critical thinking outcomes.

Results from this external benchmarking process fully supported the conclusion that New College of Florida graduates attain collegiate-level written communication skills [2018 VALUE Institute Report: Written Communication]. While the VALUE Institute does not set specific threshold or target scores for achievement, the report states, "... it is not unreasonable to say… that scores moving up from Milestone (3) to Capstone (4) are appropriate for those on the cusp of completing a baccalaureate degree." Using this standard – scores of 3-4 on the 4-point rubric – the reports demonstrate that the vast majority of NCF graduating seniors demonstrate collegiate-level writing skills:

Written Communication Dimension	Percent demonstrating collegiate-level competencies (scoring 3-4)	Percent scoring 4 (highest possible score)
Context of and purpose for writing	100%	84%
Content development	100%	86%
Genre and disciplinary conventions	99%	71%
Sources and evidence	100%	90%
Control of syntax and mechanics	98%	56%

The outstanding results on this externally-validated assessment provided further evidence that NCF students achieve a collegiate-level competency in written communication. Based on these results, NCF once again participated in the VALUE Institute in 2019 in an effort to assess pre-thesis student writing samples. Results from this assessment should be available by October 2019.

As an indirect, externally-benchmarked assessment of LAC competencies in oral and written communication, NCF has administered the National Survey of Student Engagement (NSSE) regularly since 2001. One NSSE item asks students to rate the level to which their experiences at New College contribute to their knowledge, skills, and personal development in a variety of areas. The following table displays results for the communication portions of this item. Since this narrative is focused on the attainment of collegiate-level general education competencies, results are provided only for fourth-year students:

NSSE Item: How much has your experience at this institution contributed to your knowledge, skill, and personal development in **writing clearly and effectively**?											
	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	3.51	3.61	3.71	3.64	3.64	3.59	3.49	3.54	3.5	3.3	3.3
Peer seniors	3.05	3.16	3.14	3.15	3.12	3.14	3.17	3.24	3.0	3.0	3.0
Difference	+.46	+.45	+.57	+.49	+.52	+.45	+.32	+.30	+.50	+.30	+.30
Values represent mean scores on a scale from 1 (very little) to 4 (very much). Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions.											

NSSE Item: How much has your experience at this institution contributed to your knowledge, skill, and personal development in **speaking clearly and effectively**?											
	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	3.39	3.31	3.51	3.38	3.39	3.32	3.20	3.26	3.2	3.3	3.1
Peer seniors	3.12	3.11	3.16	3.16	3.10	3.14	3.13	3.22	3.0	2.9	2.9
Difference	+.27	+.20	+.35	+.22	+.29	+.18	+.07	+.04	+.20	+.40	+.20
Values represent mean scores on a scale from 1 (very little) to 4 (very much). Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions.											

As the results indicate, New College of Florida seniors provide consistently higher scores than senior students at peer institutions (other baccalaureate liberal arts institutions) for both the written and oral communication items. The differences are typically large, too (effect sizes in the tables, calculated as Cohen's d, range from +0.08 to +0.55). This provides evidence that NCF students perceive New College contributes significantly to the development of their writing and speaking skills.

The Office of Institutional Research and Assessment publishes NSSE results on the website.

Uses of Results for Improvement

Results from these assessments are shared with faculty and key administrative leaders. The Office of Institutional Research and Assessment summarizes results from LAC-Course Assessments, SAPA, BSS, and externally-benchmarked assessments. SAPA results are shared with faculty each year for students graduating within their areas of concentration. LAC-course assessment results are shared with faculty members on the Educational Policy Committee. Reports from externally-benchmarked assessments are shared with the Provost and published on the internal, password-protected side of the website.

Results from these assessments are used to seek improvement of the LAC program. For example:

- Results from these assessments directly led to the development of the College's 2008 QEP: *Seminars in Critical Inquiry – An Introduction to Research, Thinking, and Writing at the College Level*. Through this QEP, New College developed and implemented Seminars in Critical Inquiry and provided professional development support for faculty to create, deliver, and assess student writing in these seminars. The development and effectiveness of these seminars is documented in the 2013 Impact Report of the Quality Enhancement Plan document submitted to SACSCOC. Results from the assessment of this QEP indicate students improved their level of competency in written communication (with at least 71% of students improving to a college-level competency in written communication components such as correct grammar and mechanics, appropriate citations/attributions, and revising their own work).

  The Impact Report provides further assessment results that indicate the QEP did lead to improvement in the attainment of collegiate-level competency in writing, demonstrating the impact of the QEP on other assessment measures (such as NSSE and a blind review of student papers).

- Building off the work of the QEP, the Writing Resource Center created *Writing About Writing* courses in an effort to improve student competency in written communication. In addition, the Writing Resource Center partnered with faculty across the College to develop Writing Enhanced Courses in Psychology, English, Spanish Language and Literature, Marine Biology, Art History, Music, Classics, Philosophy, and History. Each faculty member participated in professional development to design and implement these writing-enhanced courses.

- In 2015, to further enhance student writing skills, the Writing Program began working with faculty to develop *Writing Improvement Plans* for their areas of concentration. To develop these plans, the Director of the Writing Resource Center worked with faculty for two years, holding discussions about the characteristics of professional writing in their field and how faculty could address any perceived gaps in student writing instruction of experiences in their areas of concentration.

  From these discussions, faculty refined and revised their writing expectations, assignments, and pedagogy. As an example, the Music Writing Improvement Plan describes how faculty developed new writing-enhanced courses and infused writing throughout the curriculum.

- Competency #2: Critical thinking skills

  Collegiate-Level General Education Competency (Articulated LAC Program Outcome):
  Critical Thinking Skills: Students integrate ideas from various sources; analyze data; apply theory; and synthesize information. By employing these abilities and competencies students see connections and reach defensible new conclusions

  LAC-Course Outcome Assessment Results
  The following table displays the average LAC course assessment scores for reasoning and critical thinking skills for the past five years (from all LAC courses offered):

LAC-Course Outcome Assessment: The student's _____ demonstrated improvement over the semester					
	2014-15	2015-16	2016-17	2017-18	2018-19
reasoning and critical thinking skills	3.37	3.42	3.40	3.43	3.41

Values represent mean scores on a scale from 1 (not at all) to 4 (very much) for ALL LAC courses

These scores indicate students in LAC courses, on average, improve in critical thinking skills beyond the minimum threshold of acceptability (a 2 on the scale from 1-4).

Taking another look at the data, the following table shows that over the past five years, almost 90% of students in LAC courses have earned scores of 3 or 4 in reasoning and critical thinking skills.

Distribution of LAC-Course Outcome Assessment Results (2014-2019)				
	Not at all (1)	A little (2)	Some (3)	Very Much (4)
reasoning and critical thinking skills	**3%**	**8%**	**35%**	**54%**

SAPA (Student Academic Program Assessment) Results

The following table displays average scores from graduating seniors as recorded on the SAPA:

Mean Student Academic Program Assessment (SAPA) Results				
	2015-16	2016-17	2017-18	2018-19
Number of graduates assessed	**N = 146**	**N = 157**	**N = 152**	**N = 186**
Demonstrates critical thinking skills	**4.3**	**4.4**	**4.3**	**4.4**
Values represent mean scores on a scale from 1 (strongly disagree) to 5 (strongly agree) for ALL LAC courses				

A score of 4 (agree) represents the minimum acceptable threshold for student performance. As the table indicates, the average graduating senior has scored higher than this threshold in critical thinking. In fact, 89% of the 2019 graduates scored 4 or 5 in critical thinking skills.

BSS (Baccalaureate Student Survey) Results

The BSS indicates students consistently rate New College more than "effective" in developing their critical thinking skills.

BSS Item: How effective were your studies in helping you develop abilities...								
	2005	2007	2009	2011	2013	2015	2017	2018
Critical thinking	3.7	3.6	3.6	3.7	3.6	3.6	3.9	3.4
Values represent mean scores on a scale from 1 (not effective) to 4 (very effective).								

Externally-Benchmarked Assessment Results

The 2007 external thesis panel addressed components of critical thinking: rationale, dealing with complexity in framing a topic, position, argument, use of data/evidence, insight, and seeing patterns and connections. The panel found relative strengths for NCF students in the areas of rationale, dealing with complexity in framing a topic, and dealing with complexity. NCF students scored relatively weakest in argument, with 24% of theses earning the lowest score.

In 2007, New College of Florida administered the Collegiate Assessment of Academic Proficiency (a nationally-normed critical thinking test developed by ACT, Inc.) to a sample of 222 students. As the CAAP Executive Summary developed by the Office of Institutional Research and Assessment states:

Test results indicate that New College freshmen who began with low critical thinking skills made measurable gains during the first two semesters. The critical thinking skills of the best students improve slightly between 2nd and 6th semesters. When compared to national norms, average New College freshman arrive as a capable critical thinkers and average New College 6th semester students are far better critical thinkers than the national average for this test. Overall, the New College academic program lifts the critical thinking skills of incoming freshmen and sustains a high level of critical thinking skill in advanced students.

The fact that NCF third-year students scored, as a group, at the 97th percentile nationally provides external evidence that NCF students achieve a collegiate-level general education outcome in critical thinking (LAC Competency #2). The high CAAP scores earned by NCF students created a ceiling effect (where the high scores of incoming students didn't allow the test to provide much information about improvements students made in critical thinking as a result of attending NCF. Because of this, NCF decided to investigate alternative critical thinking assessments.

The 2018 VALUE Institute agreement also provided externally-benchmarked assessment results for critical thinking. Results from this external assessment of 100 senior theses indicate that New College of Florida graduates attain collegiate-level critical thinking skills [2018 VALUE Institute Report: Critical Thinking]. While the VALUE Institute does not set specific threshold or target scores for achievement, the report states, "... it is not unreasonable to say… that scores moving up from Milestone (3) to Capstone (4) are appropriate for those on the cusp of completing a baccalaureate degree." Using this standard – scores of 3-4 on the 4-point rubric – the reports demonstrate that the vast majority of NCF graduating seniors demonstrate collegiate-level critical thinking skills:

Critical Thinking Dimension	Percent demonstrating collegiate-level competencies (scoring 3-4)	Percent scoring 4 (highest possible score)
Explanation of issues	99%	81%
Evidence	87%	40%
Influence of context and assumptions	87%	38%
Student's position	92%	48%
Conclusion and related outcomes	94%	46%

Results from the VALUE Institute were provided to the LAC Committee and the Director of Writing for interpretation.

NSSE results provide indirect evidence as to the level to which student experiences at New College contribute to their knowledge, skills, and personal development in critical thinking:

NSSE Item: How much has your experience at this institution contributed to your knowledge, skill, and personal development in **thinking critically and analytically**?

	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	3.88	3.84	3.85	3.81	3.84	3.93	3.76	3.77	3.7	3.6	3.6
Peer seniors	3.52	3.54	3.57	3.56	3.50	3.49	3.51	3.57	3.3	3.3	3.3
Difference	+.36	+.30	+.28	+.25	+.34	+.44	+.25	+.20	+.40	+.30	+.30

Values represent mean scores on a scale from 1 (very little) to 4 (very much).
Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions.

As the results indicate, New College of Florida seniors provide consistently higher scores than senior students at peer institutions (other baccalaureate liberal arts institutions) on critical thinking. This provides evidence that NCF students perceive New College contributes significantly to the development of their critical thinking skills.

Use of Results for Improvement

- Results from the 2007 external thesis panel – which found that NCF students scored relatively weakest in argument – were used in developing the College's 2008 Quality Enhancement Plan (Seminars in Critical Inquiry). The *2013 Impact Report of the Quality Enhancement Plan* summarizes assessment results showing that the QEP led to improvement in critical thinking (with at least 71% of students improving to a college-level competency in critical thinking components such as formulating research questions, interpreting sources, using primary evidence, and developing a thesis).

- Competencies #3 – 5: Ways of knowing in humanities/fine arts; social/behavioral, natural sciences

The LAC "ways of knowing" competencies reflect the breadth of study faculty intend for students by successfully completing the required LAC coursework across the College's three academic divisions.

Collegiate-Level General Education Competency (Articulated LAC Program Outcome):
Ways of Knowing in the Humanities/Fine Arts: Students understand how questions are posed and how insights into those questions, or creative responses to them, are developed in a Humanities or Fine Arts discipline

Ways of Knowing in the Social/Behavioral Sciences: Students understand how questions about individuals and social groups are framed and addressed through observational research, experimentation and data analysis.

Ways of Knowing in the Natural Sciences and Mathematics: Students understand how conclusions are drawn through experimental data and understand mathematical reasoning from starting assumptions.

LAC-Course Outcome Assessment Results
The following table displays the average LAC course assessment scores for command of course material for LAC courses within each Division for the past five years:

LAC-Course Outcome Assessment: The student's _____ demonstrated improvement over the semester					
	2014-15	2015-16	2016-17	2017-18	2018-19
Command of course material (Humanities)	3.65	3.68	3.64	3.69	3.73
Command of course material (Natural Sciences)	3.28	3.73	3.28	3.42	3.24
Command of course material (Social Sciences)	3.44	3.47	3.67	3.45	3.42

Values represent mean scores on a scale from 1 (not at all) to 4 (very much) for LAC courses within the identified Division

Within each Division, the average score for students in LAC courses exceeds the minimum threshold of acceptability (a 2 on the scale from 1-4). LAC course assessment results for "reasoning and critical thinking" within each Division are similar – the average student scores above 3.

LAC-Course Outcome Assessment: The student's _____ demonstrated improvement over the semester					
	2014-15	2015-16	2016-17	2017-18	2018-19
Reasoning and critical thinking skills (Humanities)	3.54	3.41	3.44	3.59	3.58
Reasoning and critical thinking skills (Natural Sciences)	3.04	3.63	3.25	3.32	3.21
Reasoning and critical thinking skills (Social Sciences)	3.26	3.33	3.54	3.25	3.32
Values represent mean scores on a scale from 1 (not at all) to 4 (very much) for LAC courses within the identified Division					

Note that while LAC Course Outcomes Assessment results are collected at the course-level – and analyzed at the discipline level [sample LAC results for Psychology courses] – results in this Compliance Certification Report are reported at the institution-level.

SAPA (Student Academic Program Assessment) Results

The following table displays average scores from graduating seniors as recorded on the SAPA:

Mean Student Academic Program Assessment (SAPA) Results				
	2015-16	2016-17	2017-18	2018-19
Academic record demonstrates breadth	4.2	4.3	4.3	4.3
Shows evidence of intellectual curiosity	4.6	4.5	4.6	4.7
Demonstrates creativity	4.3	4.4	4.4	4.5
Demonstrates effective use of quantitative skills	4.1	4.1	4.1	4.2
Values represent mean scores on a scale from 1 (strongly disagree) to 5 (strongly agree) for ALL LAC courses				

A score of 4 (agree) represents the minimum acceptable threshold for student performance. As the table indicates, the average graduating senior has scored higher than this threshold across each of these SAPA items. Admittedly, these SAPA items do not align perfectly with the LAC "Ways of Knowing" outcomes.

Note that while SAPA results are collected and analyzed at the discipline level [sample SAPA results for Psychology], results in this Compliance Certification Report are reported at the institution-level.

BSS (Baccalaureate Student Survey) Results

The BSS indicates students consistently indicate they are "satisfied" with the breadth of their educational experience at New College:

BSS Item: How satisfied are you with each of the following aspects of your education at New College?								
	2005	2007	2009	2011	2013	2015	2017	2018
Breadth of educational experience (i.e., learning in all 3 divisions)	3.1	3.0	3.0	3.0	3.1	3.0	3.0	3.0
Values represent mean scores on a scale from 1 (very dissatisfied) to 4 (very satisfied).								

Uses of Results for Improvement

For these breadth of knowledge outcomes, course-level assessment results are often used to seek improvement within LAC courses. Three examples – one from each academic Division – are detailed in an LAC Assessment/Improvement document and summarized below:

- Social Sciences (Anthropology)

  LAC outcome assessed: Ways of Knowing in the Humanities/Fine Arts: Students understand how questions are posed and how insights into those questions, or creative responses to them, are developed in a Humanities or Fine Arts discipline.

  Operationalized through course-level outcome: Students are able to demonstrate a broad knowledge of the culture areas and the scope of Cultural Anthropology, and of its history and theory.

  Assessment methods: Short-response papers, final essays, contributions to class discussion, and group presentation embedded within two Anthropology LAC courses.

  Use of results: Additional LAC courses were designed; two-course sequences (such as Introduction to Visual Anthropology and Visual Anthropology in the 21st Century) were developed.

- Natural Sciences (Chemistry)

  LAC outcome assessed: Ways of Knowing in the Natural Sciences and Mathematics: Students understand how conclusions are drawn through experimental data and understand mathematical reasoning from starting assumptions.

  Operationalized through course-level outcome: Students will demonstrate competence in General Chemistry as expressed by (1) their performance on a standard General Chemistry exam authored by the American Chemical Society, and (2) their performance on an on-line homework system (Sapling Learning).

  Assessment methods: Performance on the American Chemical Society General Chemistry Exam (with a threshold of 48% of items answered correctly); average homework scores (through online system).

  Use of results: Based on an analysis of assessment results, smaller sections of General Chemistry were offered. The smaller sections did not result in the intended effect, but results may have been influenced by external factors. Based on an analysis of results from the online homework system, Chemistry faculty piloted a flipped classroom approach in an effort to seek improvement.

- Humanities (Religion)

  LAC outcome assessed: Communication Skills: Students proficiently express ideas orally and in writing.

  Operationalized through course-level outcome: Students will demonstrate the writing skills necessary for transition to the thesis stage in their final year at New College.

Assessment methods: Review of instructors' narrative evaluations of students (based on weekly student papers scored on a common rubric); student evaluations of courses

Use of results: In the Faith and Reason course, the frequency of writing assignments was reduced from six to four, with a new requirement that assigned responsibility for discussion of the readings to pairs of students during one class each week of the semester. A take-home final exam was also added to the course.

- Competency #6: Ways of knowing in diverse perspectives

Collegiate-Level General Education Competency (Articulated LAC Program Outcome):
Ways of Knowing in Diverse perspectives: Students engage in a meaningful way with issues of race, class, gender, and/or religious difference.

LAC-Course Outcome Assessment Results
The following table displays the average LAC course assessment scores for students enrolled in courses designated as fulfilling the LAC Diverse Perspectives requirement:

LAC-Course Outcome Assessment: The student's _____ demonstrated improvement over the semester					
	2014-15	2015-16	2016-17	2017-18	2018-19
Command of the course material	3.71	3.68	3.67	3.75	3.61
Oral communication skills	3.44	3.22	2.96	3.40	3.22
Written communication skills	3.40	3.44	3.15	3.57	3.39
Reasoning and critical thinking skills	3.50	3.54	3.26	3.63	3.49
Values represent mean scores on a scale from 1 (not at all) to 4 (very much) for LAC Diverse Perspectives courses					

These scores indicate students in LAC Diverse Perspectives courses, on average, improve in command of course material, communication skills, and critical thinking skills throughout the semester at a level above the minimum threshold of acceptability (a 2 on the scale from 1-4).

SAPA (Student Academic Program Assessment) Results
The following table displays average scores from graduating seniors as recorded on the SAPA:

Mean Student Academic Program Assessment (SAPA) Results				
	2015-16	2016-17	2017-18	2018-19
Number of graduates assessed	N = 146	N = 157	N = 152	N = 186
Works well with others in academic settings	4.7	4.7	4.6	4.7
Values represent mean scores on a scale from 1 (strongly disagree) to 5 (strongly agree) for ALL LAC courses				

A score of 4 (agree) represents the minimum acceptable threshold for student performance. While "working well with others in academic settings" doesn't provide a direct indicator of engaging "in a meaningful way with issues of race, class, gender, and/or religious differences," the average graduating senior has scored higher than this threshold on this SAPA item. In fact, 94% of the 2019 graduates scored 4 or 5 on this SAPA item.

BSS (Baccalaureate Student Survey) Results

The BSS indicates students consistently rate New College more than "effective" in developing their critical thinking skills.

BSS Item: How effective were your studies in helping you develop abilities in...								
	2005	2007	2009	2011	2013	2015	2017	2018
consideration of issues related to race/ethnicity	3.1	3.0	3.0	3.0	3.2	3.4	3.2	3.0
consideration on issues related to gender	3.3	3.2	3.1	3.3	3.5	3.5	3.2	3.1
Values represent mean scores on a scale from 1 (not effective) to 4 (very effective).								

Externally-Benchmarked Assessment Results

As an indirect, externally-benchmarked assessment of LAC competencies in oral and written communication, NCF has administered the National Survey of Student Engagement (NSSE) regularly since 2001. One NSSE item asks students to rate the level to which their experiences at New College contribute to their knowledge, skills, and personal development in a variety of areas. The following table displays results for the diversity portions of this item. Since this narrative is focused on the attainment of collegiate-level general education competencies, results are provided only for fourth-year students:

NSSE Item: How much has your experience at this institution contributed to your knowledge, skill, and personal development in **understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)**?											
	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	2.54	2.44	2.71	2.48	2.51	2.57	2.46	2.60	2.9	3.1	2.9
Peer seniors	2.77	2.61	2.64	2.63	2.62	2.64	2.68	2.75	2.8	2.8	2.8
Difference	–.23	–.17	–.07	–.15	–.11	–.07	–.22	–.15	+.10	+.30	+.10
Values represent mean scores on a scale from 1 (very little) to 4 (very much). Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions.											

NSSE Item: In your experience at your institution during the current school year, how often have you **included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments**?											
	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	2.97	3.10	3.15	3.07	3.02	3.22	2.87	3.04	3.1	2.8	2.8
Peer seniors	2.93	2.91	2.99	2.98	2.93	2.95	2.95	2.99	2.6	2.8	2.5
Difference	–.04	–.09	+.16	+.09	+.09	+.27	–.08	+.05	+.50	--	+.30
Values represent mean scores on a scale from 1 (never) to 4 (very often). Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions.											

NSSE Item: In your experience at your institution during the current school year, how often have you **had serious conversations with students of a different race or ethnicity than your own**?											
	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	2.59	2.68	2.81	2.68	2.54	2.89	2.61	2.77	3.0	3.2	3.0
Peer seniors	2.71	2.71	2.75	2.78	2.67	2.67	2.72	2.82	3.2	3.0	3.2
Difference	–.12	–.03	+.06	–.10	–.13	+.22	–.12	–.05	–.20	+.20	–.20
Values represent mean scores on a scale from 1 (never) to 4 (very often). Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions.											

NSSE Item: In your experience at your institution during the current school year, how often have you **had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values**?											
	2002	2003	2004	2005	2006	2007	2008	2011	2013	2016	2017
NCF seniors	3.00	2.92	2.92	2.67	2.69	2.80	2.72	2.78	3.2 2.9 2.6	3.2 3.1 2.4	3.0 2.8 2.4
Peer seniors	2.86	2.90	2.94	2.96	2.84	2.83	2.84	2.90	3.2 3.1 3.2	3.1 3.0 3.0	3.1 3.0 3.1
Difference	+.14	+.02	–.02	–.29	–.15	–.03	–.12	–.12	-- –.2 –.6	+.1 +.1 –.6	–.1 –.2 –.7
Values represent mean scores on a scale from 1 (never) to 4 (very often). Peer seniors represent fourth-year students at other baccalaureate liberal arts institutions. Beginning in 2013, the "new NSSE" separated this item into three parts: (top) economic background, (middle) religious beliefs, and (bottom) political views other than your own											

NSSE results on these items indicate that until 2011, NCF students perceived that New College did not contribute as much to their understanding of people of other backgrounds as much as other institutions contributed to their students.

Use of Results for Improvement

- In 2012, based on discussions of the NSSE results and an analysis of enrollment diversity, faculty from the Educational Policy Committee proposed the current LAC diverse perspectives requirement. The faculty voted to adopt the requirement at a faculty meeting at the end of that year [December 12, 2012 Faculty Meeting minutes]. Thus, assessment results directly led to the improvement of the LAC program. The improvement in both NSSE and BSS results beginning in 2013 provide some evidence that the adoption of this requirement has led to improvement.

Additional examples of how assessment results are used to seek improvement of the LAC program

A document summarizing how four areas of concentration used assessment results from 2013-15 to seek improvement provides additional examples of how programs used their own assessment results to seek improvement of the LAC program through modification of LAC courses:

- Based on an assessment of communication skills in the First-Year Modern Chinese LAC course, faculty within the Chinese area of concentration modified the course to require students to complete three-minute long skits in groups to review their Chinese grammar and vocabulary. The course was also modified so that students attend both group and individual TA sessions to provide more in-depth practice in pronunciation, tones, and grammar review.

- Faculty in the Music area of concentration assessed student "creative responses" in the Music Theory I and II LAC courses. Faculty tracked the level at which students satisfied course requirements (i.e., whether student performance was highly satisfactory, satisfactory, satisfactory with low outcomes, or whether students dropped or did not satisfy course requirements). Seeing a disconnect between student performance in class, on assignments, and on exams, faculty used a "backwards course design" paradigm and designed assignments and in-class work based on the exam questions that articulated the core musicianship and music analysis skills they expected students to attain. Faculty also integrated more individualized TA sessions into the course.

- Assessing student ability to synthesize information (LAC outcome: Critical Thinking) and address questions through observational research, experimentation, and data analysis (LAC outcome: Ways of Knowing in the Social/Behavioral Sciences), faculty within the Psychology area of concentration evaluated 128 APA-formatted empirical reports from students over two years. While 95% of these papers were assessed to be satisfactory, faculty implemented many improvements in their Intro Psych Seminar LAC course. One professor, for example, found success in moving the due date of the paper to follow a class presentation, allowing students to use feedback from the presentation to improve the paper.

- Faculty within the Biology area of concentration assessed student acquisition of core biological concepts (LAC outcome: Ways of knowing in the Natural Sciences) through common questions from the Introductory Cell and Molecular Biology Assessment (IMCA) in two sections of the general biology LAC course. To seek further improvement, faculty applied concept-focused assessments with pre- and post-course questions that allow for the identification of areas to emphasize or review in future classes.

Conclusion

Results from the Liberal Arts Curriculum (LAC) Course Outcome Assessment form, the Student Academic Program Assessment (SAPA), the Baccalaureate Student Survey, and externally benchmarked assessments (NSSE, CAAP, external thesis panel, Teagle Project, and the VALUE Institute) – mapped to LAC student learning outcomes – provide evidence that New College of Florida identifies expected collegiate-level general education competencies and assesses the extent to which students achieve those competencies. Examples of the uses of LAC assessment results provide evidence that NCF seeks improvement based on analysis of assessment results.

Supporting Evidence (in order of appearance)
1) Florida Statute 1007.25(3) 2) Florida Board of Governors (BOG) Regulation 8.005 3) Liberal Arts Curriculum Guidelines 4) LAC website 5) Undergraduate General Catalog 6) Section 6.2.1 of the Faculty Handbook 7) LAC Competencies 8) Screenshot of the LAC Outcome Assessment link in SES 9) Section 6.2.1.1 of the Faculty Handbook 10) LAC-Course Student Outcome Assessment Form (LAC Outcome Assessment)

11) Section 6.2.1.1 of the Faculty Handbook
12) 09/26/2018 LAC Course Designation Email
13) Undergraduate General Catalog – thesis information
14) Section 6.17 of the Faculty Handbook
15) Baccalaureate Examination Report
16) Completed Baccalaureate Examination Report
17) Student Academic Program Assessment (SAPA)
18) Sample of SAPA results from the Anthropology area of concentration (2013-17)
19) Sample section from the 2015 BSS results report
20) Report on the 2007 External Assessment of Senior Theses
21) Teagle Foundation funded project entitled, "Assessing the Senior Thesis to Improve Teaching and Learning."
22) National Survey of Student Engagement results 2002-2011
23) Results, Comments, and Recommendations from the June 2007 External Assessment of Senior Theses
24) Specific recommendations to improve the collegiate-level General Education competencies
25) External Thesis Results Presentation
26) History AOC Thesis Rubric
27) 2018 VALUE Institute Report: Written Communication
28) 2013 Impact Report of the Quality Enhancement Plan
29) Music Writing Improvement Plan
30) CAAP Executive Summary
31) 2018 VALUE Institute Report: Critical Thinking
32) Sample LAC results for Psychology courses
33) Sample SAPA results for Psychology
34) LAC Assessment/Improvement document
35) December 12, 2012 Faculty Meeting minutes
36) Document summarizing use of assessment results to seek improvement of LAC courses

8.2: Student outcomes

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

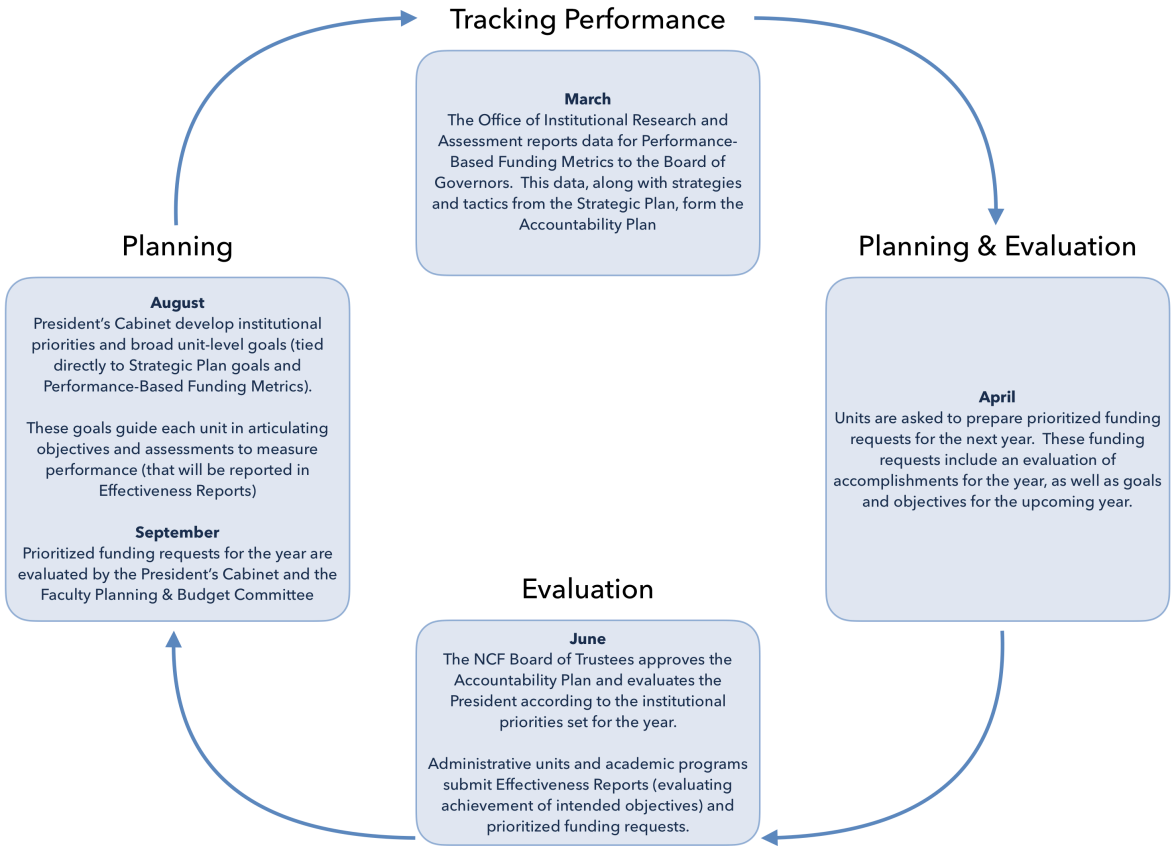
a. student learning outcomes for each of its educational programs,
b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,
c. academic and student services that support student success.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through institutional effectiveness processes – annual administrative Effectiveness Reports, academic Effectiveness Assessment reports, academic program reviews, and the budget prioritization and allocation processes – New College of Florida (NCF) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and seeks improvement based on the analysis of assessment results for its educational programs, undergraduate general education program (the Liberal Arts Curriculum), and academic and student support services.

The following diagram (which also appears in the compliance argument for SACSCOC Principles 7.1 and 7.3) summarizes NCF's annual cycle of planning, evaluation (assessment), and budgeting. In short, each academic and student support program articulates goals and objectives by August and reports results (and uses of those results) by the next July. These results are considered in September as the College evaluates budget prioritization requests and allocates funding for improvement.



8.2c: Student outcomes: academic and student services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

c. academic and student services that support student success.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through regular, ongoing assessment activities (Effectiveness Reports, Student Affairs Annual Reports, the Baccalaureate Student Survey) and special, just-in-time assessment activities, New College of Florida (NCF) documents expected outcomes for its academic and student support services, assesses the extent to which it achieves those outcomes, and seeks improvement based on the results of that assessment.

New College of Florida's Support Services

The academic and student support services provided by NCF can be categorized into three groups:

1. Academic Services	Academic Resource Center	Language Resource Center Off-Campus Study Quantitative Resource Center Writing Resource Center
	Office of Research Programs & Services	Sponsored research Faculty Development / Advising (new in Fall 2019)
2. Support Services	Residential Life	Dining Housing Student Activities Student Conduct
	Student Success	First-Year Experience Orientation Student Disability Services
	Health & Wellness	Counseling & Wellness Center Fitness Center / Recreation
3. Other Services	Career Engagement & Opportunity	Career Services Fellowships / Scholarships
	Enrollment Services	Financial Aid Registrar

The academic and student support services included in this section mirror those discussed in response to SACSCOC Principles 12.1 (Student support services) and 12.2 (Student support services staff). They include the academic and student support services described in the Undergraduate General Catalog and Graduate Catalog.

Expected outcomes, assessment, and uses of assessment results for improvement are documented in both ongoing, regular assessment activities (Effectiveness Reports, Baccalaureate Student Survey, and the National Survey of Student Engagement) and just-in-time assessment activities (e.g., the Climate Survey and Orientation Survey).

Ongoing, regular assessment activities

Effectiveness Reports

As described in response to SACSCOC Principle 7.3 (Administrative effectiveness), NCF's effectiveness (planning-tracking-evaluation) cycle is documented in annual Effectiveness Reports for major units of the College. The following table provides links to the Effectiveness Reports for units providing academic and student support services:

	Annual Effectiveness Reports					
Academic Services						
- Lang. Resource Ctr / Off-Campus Study	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Quantitative Resource Center	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Writing Resource Center	(2)	2014-15	2015-16	2016-17	2017-18	2018-19
- Sponsored Research	2013-14	2014-15	2015-16	2016-17	2017-18	(1)
Support Services						
- Student Affairs	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Counseling & Wellness Center	2013-14	(merged into the Student Affairs report)				
Other Services						
- Career Engagement & Opportunity	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
- Enrollment Services (Admissions, Financial Aid, and Registrar)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19

Notes: (1) Due to a change in leadership, the Office of Research Programs and Services did not complete this report
(2) Writing Resource Center effectiveness was incorporated into 2014 QEP Impact Report

Every Effectiveness Report begins with the institutional mission statement and the mission of the academic or student support service unit. For example, the 2013-14 Effectiveness Report for Career Engagement & Opportunity (called Career Services in 2013) articulates the following mission:

> *The mission of the Office of Career Services is to facilitate the learning necessary to create satisfying careers and work-life. The goal of the office is to encourage student development in a manner that fosters independent growth and exploration of career development in a global society.*

By 2018-19, that mission had evolved into:

> *The Center for Career Engagement and Opportunity promotes students' exploration of their interests, their strategic connection of their skills and knowledge, and purposeful engagement with the community, in support of realizing their access to exceptional, high impact careers, advanced degree programs, fellowships, and lives.*

Effectiveness Reports then list the expected outcomes of the service unit (called "objectives"). These objectives – which typically represent institutional goals, customer service goals, efficiency goals, or (when appropriate) student-focused goals – are expected to align with annual institutional priorities, annual institutional Accountability Plans, and the institutional Strategic Plan, as discussed in response to SACSCOC Principle 7.1 (Institutional planning).

To continue with the example, the Center for Career Engagement & Opportunity (CEO) articulated the following objectives in Effectiveness Reports:

2013-14 Effectiveness Report

- Promote "Coffee Talk" series with alums to discuss career paths
- Create a database for active internships

2014-15 Effectiveness Report

- Assess the viability of the career services program
- Assess effectiveness of online services and make recommendations for new services
- Assess the satisfaction of the internship providers who had interns during AY 2014-15
- Increase the visibility of fellowships program and recruitment of qualified students for fellowships

2015-16 Effectiveness Report

- Streamline collection of first destination data to improve survey collection rates
- Assess the satisfaction of the internship providers who had interns during AY 2015-16
- Increase the visibility of fellowships program and recruitment of qualified students for fellowships
- Increase the diversity and equity of AOCs represented in the 2016 New Scholars New College academic showcase

2016-17 Effectiveness Report

- Interact with at least 60% of the student body either through an appointment or event attendance
- Assess the satisfaction of the internship providers who had interns during AY 2016-17
- Provide support for the top two AOC graduates (biology and psychology)
- Increase number of fellowship applications; increase award opportunities

2017-18 Effectiveness Report (as reported in quarterly reports to the Governor)

- Increase the percent of graduates employed within one year of graduation
- Increase the median salary of graduates employed full-time within one year of graduation
- Increase the percent of students enrolled in graduate school within one year of graduation
- Increase the percent of graduating seniors awarded National Fellowships
- Increase the percent of graduating seniors completing at least one internship
- More accurately track employment outcomes for graduating students

2018-19 Effectiveness Report (as reported in quarterly reports to the Governor)

- Interact with at least 60% of the student body through individual appointments or event attendance
- Provide support for the top 2 AOC graduates
- Evaluate interns and supervisors for skill development, performance, and overall experience
- Increase CEO programming efforts across campus and in collaboration with other departments
- Launch a new career management platform for students to create their online presence, utilize CEO resources, schedule one-to-one appointments, stay up-to-date with events, and search for job, internship, and fellowship opportunities
- Create a career mentor program that will provide trained student staff to support full-time staff and student walk-in appointments
- The CEO, working with Institutional Research, will have learned post-graduation plans for 60% of graduating seniors
- Approve over 1,500 employers on Handshake

These outcomes demonstrate an increasing level of sophistication, from purely task-focused objectives in 2013-14 (*create a database for active internships*) to a focus on outcomes related to post-graduation student employment. While several outcomes are consistently tracked from year-to-year, Effectiveness Report outcomes also demonstrate a responsiveness to institutional goals. For example, Governor Rick Scott in 2016 issued the *Ready, Set, Work Challenge* in which NCF was challenged to achieve 100%

employment or continuing education enrollment for graduates in its top two majors. In response to this new goal for the institution, the CEO articulated a goal to "provide support for the top two AOC graduates."

Academic and student support service providers identify at least one method to assess attainment of each outcome. Throughout the year, then, staff track progress on these assessment measures. By the end of the year, staff report results of these assessments and briefly describe how they use those results to make improvements (or at least changes intended to result in improvement).

As an example, consider the internship-related outcomes articulated by the Center for Career Engagement & Opportunity (the CEO). In addition to tracking the percent of graduates who complete internships, the CEO assesses the performance of NCF student interns through a satisfaction survey administered to internship providers:

Expected Outcome	Assessment Measure	Results
Increase the percent of graduating seniors completing at least one internship (2017-18)	Percent of graduating seniors completing at least one internship experience at NCF	2018 FTIC graduates: 48.7% (+5%) 2017 FTIC graduates: 43.7% 2016 FTIC graduates: 51.4% 2015 FTIC graduates: 28.4%
Assess the satisfaction of internship providers (2014-15, 2015-16, 2016-17) Evaluate the student intern and internship supervisor for skill development, performance, and overall experience (2018-19)	Survey of student interns and internship providers (the intern's preparation, skills, and progress)	On a scale from 1 (poor) to 5 (outstanding), internship providers rated NCF interns: <u>Overall performance</u> 2018-19: 4.67 / 5 2016-17: 4.74 / 5 2015-16: 4.65 / 5 2014-15: 94.7% of internship providers rated NCF interns a 4 or 5 in overall performance <u>Ability with highest rating</u> 2018-19: Ability to learn 2016-17: Ability to learn 2015-16: Ability to learn 2014-15: Ability to learn <u>Ability with lowest rating</u> 2018-19: Quality of work (4.76 / 5) 2016-17: Quality of work (4.64 / 5) 2015-16: Quality of work 2014-15: Professionalism, initiative, quality of work

These results provide an opportunity to track performance over time and measure the effectiveness of improvement efforts. The efforts documented by the CEO to improve on the internship-related outcomes included:

2013-14: Hired a staff position to focus on internships

2014-15: Created the Professional Clothing Closet to provide free professional clothing to students

2015-18: The CEO emphasized the importance of internships as part of the academic curriculum

2018-19: Migrated the internship documentation process to Handshake to automate data collection and connect survey questions more directly to career readiness competencies from NACE

To provide additional examples, the following tables summarize some outcomes, assessment measures, and attempts to seek improvement from academic and student support services 2017-18 Effectiveness Reports:

Outcome(s)	Assessment Measure(s)	Seeking improvement through…
Language Resource Center		
Increase efficiency of processes and services offered	Staff time in processing applications Switch to online off-campus study application	OCS/SA office conducted the transition from an off-campus study paper application to an online OCS application process between November 2017 and April 2018; implemented the migration of study abroad marketing and application management into Terra Dotta software Terra Dotta enabled staff to receive and store OCS forms online saved the one-person OCS/SA office numerous clerical work hours (scheduling appointments + meeting with each individual student to collect their forms) that were redirected toward new projects (review of health, safety, security and risk management practices, development of faculty-led programs guidelines and new activities focused on returning students).
Quantitative Resource Center		
Provide peer tutoring services in biology, chemistry, computer science, math, physics and applied statistics.	Number of peer tutor sessions Number of students served	As the numbers of tutoring session increases and the areas that are served increases, additional funding was sought and approved.
Writing Resource Center		
Achieve at least 50% usage rate for the WRC (meaning 50% of available writing appointments were utilized)	WCOnline is our online schedule/WRC appointment data collection tool. It calculates usage based on appointments taken/appointments available.	Usage rates for the previous four years indicated an upward trend: 13-14 28.5%, 14-15 42.5%, 15-16 52.9%, 16-17 48%. As we added additional SWAs in 2016-17, our usage dipped slightly, but regained in 2017-18.
Sponsored Research		
Examine additional mechanisms that support faculty grant-seeking efforts, such as release time	An analysis of NCF's grant-seeking and research endeavors over the past decade	ORPS, together with the Provost's Office, designed and implemented New College's Collaborative Instruction (COIN) Seed Grant for faculty. COIN is an internal funding process of competitive nature. Its purpose is to support curricular innovation across academic disciplines. The source of funding for the program was overhead housed at the Provost's office. Also, throughout the fall semester, ORPS scheduled a series of 10 group presentations and training for faculty and staff on proposal preparation and grant management

Outcome(s)	Assessment Measure(s)	Seeking improvement through…
Student Affairs		
Enhance intramural, well-being, and waterfront programming to promote physical well-being	All intramural, well-being, and waterfront tasks identified in the NCF Growth Proposal completed by June 1, 2018	The following positions were created/filled to address the restructuring recommended by the Division: Director of Student Activities and Campus Engagement, Assistant Director of Student Success Programs, Director of Student Success Programs, and Assistant Director of Diversity and Inclusion. Additional duties will be assigned to the Assistant Director of Disability Services to enhance student interaction and retention. Fitness/Waterfront: Discussions with community members and the College's Internal Auditor provided a list of additional equipment needs which will enhance the services offered by the Waterfront program. This will ensure stronger control measures for equipment usages and storage, as well as additional safety precautions. Feedback helped shape the goals and priorities for 2018-19.
Enrollment Services		
Improve communication with prospective students and their parents; redesign the on-campus visit experience.	Implementation of new ways to deliver messages for more effective communication; quality of staff and faculty participation in recruitment activities	Implemented Nully (online "chatbot"), Portara (to contact parents), a Facebook page for parents, texting, and geofencing (to improve reach to prospective students). Expanded functionality of Slate to provide prospective students with better tools to arrange visits and to access information for navigating the admission/enrollment process. Messages revised accordingly, including new messages for new initiatives. Greater staff and faculty involvement with on-campus recruitment events. Expanded financial aid involvement through Complete-Your-FAFSA event, and financial aid assistance at on-campus events. Renovation of Robertson Hall as Welcome Center for prospective students. By 2018-19, these improvements were included in the Enrollment Management Plan.

As described in response to SACSCOC Principle 7.1 (Institutional Planning), Effectiveness Reports are also used to guide budgeting decisions:

> *In late April, the Vice President for Finance and Administration emails the President and his direct reports instructions on how to submit budget requests for the upcoming year. These administrators then disseminate this information to their reporting units.*
>
> *As the budget prioritization request template indicates, units must first list their major accomplishments in the current academic year. These accomplishments are tied directly to each unit's Effectiveness Report. Additionally, each unit must list its goals and objectives for the upcoming academic year. These goals and objectives are derived from institutional goals and reported on the subsequent year's Effectiveness Report.*
>
> *Then, for each funding priority request, the unit must identify the goal or performance metric that will improve as a result of the funding. A brief narrative of each request also describes how funding will lead to unit and institutional improvement.*
>
> *These requests are then collated and reviewed by the President's cabinet and the Faculty Planning and Budgeting Committee. Each group prioritizes the requests and provides feedback to the President who ultimately approves a list of funding requests that will be included in the budget approved by the NCF Board of Trustees.*

The 2018-19 budget planning forms from academic and student support service providers demonstrate how Effectiveness Reports tie into budget requests (and how providers seek evidence-based improvement through budget requests):

Sample 2018-19 Budget Planning Forms:
Enrollment Management
Quantitative Resource Center
Research Programs
Student Affairs
Language Resource Center / Off-Campus Study
Writing Center

The Enrollment Management form, for example, lists the launch of "Nully" virtual assistant as a major accomplishment (matching the way it sought improvement in the 2017-18 Enrollment Services Effectiveness Report). The 2018-19 goals and objectives listed in the budget planning form include the objectives listed in the 2018-19 Effectiveness Report. All requests for new funds are supported by 2018-19 goals (such as a $10,000 request to outsource default prevention services based on a slight increase in the cohort default rate).

The Student Affairs budget planning form includes requests for instructional materials from the CEO (in alignment with the Career Engagement & Opportunity Effectiveness Report) and requests for funds related to the waterfront program (described as a way to seek improvement in the Student Affairs 2017-18 Effectiveness Report).

Annual Student Affairs Reports

While Effectiveness Reports are developed for each academic support service provider, the Effectiveness Report for student support services is written at a macro-level (combining, for example, Counseling & Wellness, Student Disability Services, and Residential Life in a single *Student Affairs* report).

To document more detailed information, units within the Division of Student Affairs collaborate to create annual Student Affairs Reports. As the 2016-17 and 2017-18 Student Affairs Annual Reports demonstrate, the following service providers list usage statistics and accomplishments for the academic year: Student Disability Services, Counseling & Wellness Center, Health Education, Fitness Center, Campus Programs / Title IX, First-Year Programs and Orientation, Residential Life, and Student Activities and Campus Engagement.

The 2018-19 Student Affairs Annual Report provides an opportunity to explain how the Division of Student Affairs collaborates to assess the effectiveness of its services. At the end of the academic year, each unit within Student Affairs develops an annual report of accomplishments, activities, and services provided. For 2018-19, the following units developed annual reports:

Counseling & Wellness
Fellowships
Fitness Center
Living Learning Communities
Residence Life
SA[u]CE – Student Activities
Student Disability Services
Student Support Team
Title IX

These unit reports provide detailed information, such as the Counseling and Wellness Center Report which includes national benchmark comparisons showing it ranked at the 66th percentile in reducing distress. As another example, the SA[u]CE (Student Activities and Campus Engagement) report lists the 93 events it offered and the attendance at each event. The Dean of Student Affairs condenses and synthesizes information from these reports into a single Divisional annual report.

While these annual reports don't explicitly state how results are used to seek improvement, the reported usage statistics indicate what measures each service provider is seeking to improve. Measures include usage, number of events/interactions provided, turnaround time to provide service, student retention rate, and satisfaction survey results.

Baccalaureate Student Survey (BSS)

In addition to satisfaction surveys administered by individual service providers (e.g., the CEO internship provider survey and the Counseling & Wellness Center's satisfaction survey provided in annual student affairs reports), the Office of Institutional Research and Assessment administers an annual Baccalaureate Student Survey (BSS) to graduating seniors. The survey, which dates back at least to 2004, is designed to measure student perceptions of the New College experience and allow students to provide feedback for improvement.

As the 2018 BSS results report demonstrates, the BSS measures student satisfaction with (and perceived effectiveness of) the academic experience, the campus environment, and NCF services. The following table displays a five-year trend in the average response from graduating seniors as to how well each service was provided:

Average response from graduating seniors to how well each service was provided
Scale: 1 = not adequately 2 = adequately 3 = very well

	2014	2015	2016	2017	2018
Academic Services					
Language Resource Center	2.2	2.3	2.3	2.3	2.2
Off-campus study and study abroad	2.0	2.1	2.1	2.6	2.3
Quantitative Resource Center	2.4	2.4	2.5	2.4	2.3
Writing Resource Center	2.3	2.4	2.4	2.4	2.4
Academic Resource Center open-use computer lab	2.5	2.6	2.7	2.5	2.2
Research Programs and Services	*	*	*	*	2.2
Research and travel grants	2.6	2.4	2.4	2.5	2.4
Support Services					
Health services	1.9	2.0	1.7	1.8	1.7
Counseling services	2.1	2.1	2.1	2.2	2.1
Disability services	1.9	1.7	2.2	2.3	2.2
Fitness and recreation facilities	2.4	2.4	2.4	2.4	2.2
Other Services					
Career services	1.7	1.9	2.1	2.2	2.2
Internship support	*	*	*	*	2.1
High profile scholarship support	2.4	2.3	*	*	2.2
Financial Aid services	2.1	2.2	2.3	2.1	2.0
Student loan / debt counseling	2.1	2.1	2.0	2.2	1.9
Course registration procedures	2.2	2.2	2.3	2.2	2.0
Contract registration procedures	2.3	2.4	2.4	2.4	2.2

* = item not included in the BSS that year

The BSS also summarizes trends in how frequently graduating seniors used each service.

With few exceptions, graduating seniors have consistently scored each service as at least "adequately" provided. For the three services with average scores that have dipped below 2.0 – health, disability, and

career services – NCF has developed legislative budget requests in an effort to improve. For example, the 2016-17 Executive Summary of state appropriations shows NCF requested $500,000 for its career and internship program and joined the rest of the State University System in requesting $6.2 million to enhance mental health counseling services. Also, based on this data, student health and wellness ("support student health, wellness, and safety") and career services ("develop pathways to immediate employment and continuing education") became major areas of focus in NCF's 2018 Strategic Plan.

The Office of Institutional Research and Assessment publishes BSS results reports. Service providers are then able to use BSS results in their Effectiveness Reports.

National Survey of Student Engagement (NSSE)

NCF regularly administers the NSSE to gauge student engagement. The following table summarizes trends for NSSE items that measure student engagement with academic and student support services:

		2013	2016	2017
Completed or planned to complete an internship, co-op, field experience, student teaching, or clinical experience	NCF seniors	77%	86%	84%
	Peer seniors	78%	81%	80%
	Difference	-1%	+5%	+4%
Held or planned to hold a formal leadership role in a student organization or group	NCF seniors	53%	53%	39%
	Peer seniors	63%	67%	69%
	Difference	-10%	-14%	-30%
Participated or planned to participate in a study abroad program	NCF seniors	37%	22%	33%
	Peer seniors	44%	41%	43%
	Difference	-7%	-19%	-10%
*Quality of interactions with student services staff (career services, student activities, housing, etc.)	NCF seniors	35%	22%	35%
	Peer seniors	41%	41%	67%
	Difference	-6%	-19%	-32%
*Quality of interactions with other administrative staff and offices (registrar, financial aid, etc.)	NCF seniors	32%	32%	35%
	Peer seniors	40%	40%	39%
	Difference	-8%	-8%	-4%
**The extent to which the institution emphasizes providing support to help students succeed academically	NCF seniors	78%	83%	70%
	Peer seniors	80%	79%	78%
	Difference	-2%	+4%	-8%
**The extent to which the institution emphasizes using learning support services (tutoring services, writing center, etc)	NCF seniors	79%	85%	89%
	Peer seniors	75%	76%	72%
	Difference	+4%	+9%	+17%
**The extent to which the institution emphasizes providing opportunities to be involved socially	NCF seniors	76%	70%	62%
	Peer seniors	75%	72%	70%
	Difference	+1%	-2%	-8%
**The extent to which the institution emphasizes providing support for your overall well-being (recreation, health care)	NCF seniors	69%	63%	56%
	Peer seniors	70%	67%	67%
	Difference	-1%	-4%	-11%
**The extent to which the institution emphasizes attending campus activities and events (performing arts, athletic events)	NCF seniors	60%	64%	56%
	Peer seniors	69%	67%	65%
	Difference	-9%	-3%	-9%
**The extent to which the institution emphasizes attending events that address important social, economic, political issues	NCF seniors	62%	70%	73%
	Peer seniors	62%	61%	61%
	Difference	--	+9%	+12%
Spent at least one hour per week participating in co-curricular activities	NCF seniors	74%	65%	57%
	Peer seniors	79%	82%	85%
	Difference	-5%	-17%	-28%

* Percent of respondents indicating interactions were a 6 or 7 (scale: 1 = poor; 7 = excellent)
** Percent responding with scores of 3 (quite a bit) or 4 (very much)

The Office of Institutional Research and Assessment receives and disseminates NSSE score reports. Unfortunately, because NSSE results arrive after service providers have already developed Effectiveness Reports and budget priority requests, NSSE results have not regularly appeared in documentation to show service providers use the results to seek improvement.

NSSE scores did, however, inform institutional improvement efforts. The fact that NCF scored lower than its peers across so many academic and student support services NSSE items informed the development of the 2016 Growth Proposal. In the rationale for the Growth Proposal, it is noted that improving graduation rates "will require substantial investment in Student Affairs" and that "Student Affairs is under-staffed and key residential programming is resource limited." The three-year Growth Proposal (which resulted in $11 million in recurring funds appropriated from the Florida Legislature) called for the hiring of more than 20.0 FTE positions in academic and student support services. Having just received the funds in each of the past two years, NCF continues to hire Student Affairs professionals and improve its academic and student support services.

Retention Assessments (Withdrawn Student Survey, Mid-Semester Progress Report and Check-in)

Student retention is a key metric for NCF – in order to reach NCF's Strategic Plan goal of 1,200 students by 2023-24 and an 80% four-year graduation rate by 2028, NCF must increase first-to-second year student retention. To identify academic and student support services that can help improve student retention, NCF employs three primary assessments: the Withdrawn Student Survey, Mid-Semester Progress Report, and Mid-Semester Check-in.

When students indicate they are leaving NCF, the Registrar's Office administers a short survey asking why students choose to leave. As the 2013-19 Withdrawn Student Survey dashboard shows, the survey asks students to indicate when they first thought about leaving and identify individuals or offices with which they discussed leaving, reasons why they are leaving, their future plans, and what NCF could have done to keep them. From 2013-19, 280 withdrawn students have responded to the survey. The most frequently identified reasons why students have indicated they left include campus climate issues (they felt they would be more compatible with students elsewhere; lack of diversity of political ideologies or belief systems among students; troubled by drug and alcohol use among students on campus; uncomfortable with the way students treated one another) and wellness (personal health-related problems). These results informed the development of a Campus Climate Survey in 2016.

To identify students at-risk of leaving, NCF employs Mid-Semester Progress Reports and Mid-Semester Check-ins. These once-per-semester assessments gather information from both students and faculty.

Piloted in Fall 2018, the Mid-Semester Check-in Survey asks students to respond to items related to student retention (such as level of academic preparation, class attendance, social connections, engagement, homesickness, financial confidence, and commitment to NCF). The Office of Institutional Research and Assessment analyzed data from this survey and produced a Mid-Semester Check-in Survey Results Report. While the report established baseline data for the 2018 incoming cohort of students, the primary use of this assessment was to identify and intervene with individual students at-risk of leaving. Results were shared with the Associate Provost who then contacted faculty advisors and students who wished to be contacted or who were at-risk of leaving.

Mid-Semester Progress Reports, first piloted in Spring 2018, allow faculty to contribute assessment results to identify at-risk students. Early in the semester (early October in Fall; late February in Spring), faculty are asked to identify any concerns they have for students in the following areas: class attendance, late or

missing assignments, low participation, low test scores, and danger of not satisfying course requirements. Faculty provide this information through an online form and the Office of Institutional Research and Assessment publishes the data on a dashboard available to the Division Chairs and the Associate Provost. Faculty advisors also receive information on their advisees.

As explained in email communications throughout 2018 and 2019, results from the Mid-Semester Progress Reports have been used to gain insight into students at-risk of dropping out. Results inform interventions coordinated by the Case Manager and Director of Student Success. One intervention offered late Fall 2018 was a skill-building tutorial (half-semester independent study) offered to students struggling academically. Those emails also indicate the Associate Provost also used the results to offer peer tutors to faculty teaching courses with struggling students, contacted the advisors of at-risk students, referred students to the Student Support Team, and met with at-risk students individually.

Results from the Mid-Semester Progress Report were also discussed at an April 2019 Faculty Meeting, in which faculty discussed the development of NCF's QEP. The Academic Administrative Council also discussed results, affirmed the value of the Mid-Semester Progress Report, and proposed improvements to the assessment throughout 2018-19.

Climate Survey

Because the climate of the campus is vital to student success, NCF began regularly assessing student perceptions of the campus climate in 2015. The 2016 Campus Climate Survey report (with a focus on bullying among students) and 2017 Campus Climate Survey report (with a focus on biased incidents among students, faculty, and staff) summarized student experiences and suggested recommendations for improving the campus climate.

Results from the 2016 Campus Climate Survey, which indicated 21% of students felt uncomfortable or very uncomfortable with the campus climate and 40% of students considered leaving NCF due to the campus climate, provided evidence that led to the advertisement for, and hiring of, NCF's first Dean of Outreach, Engagement, and Inclusion and Chief Diversity Officer in February 2019.

As evidenced by this July 4th email from the Dean of Outreach, Engagement, and Inclusion, results from the Climate Surveys were shared with the Assistant Vice President of Human Resources and discussed at senior leadership meetings in July 2019. The results were also used to develop strategies to train employees and shift the culture of NCF.

Just-in-Time assessment activities

In addition to the regular, ongoing assessment activities described earlier, NCF engages in just-in-time assessment of its academic and student support services. These are assessments that target specific programs, services, or issues that are raised by the ongoing assessment activities.

As an example, to measure satisfaction with – and perceptions of – NCF's new student orientation program, a survey was administered to students at the end of the 2018 Orientation. The survey indicated orientation was generally effective in making students aware of expectations, appropriate behaviors, and resources and services available at NCF. Survey results weren't as positive when it came to making students feel a part of the NCF community (with 32% of respondents disagreeing with or neutral to that statement). Likewise, student responses indicated areas for improvement in making students familiar with the local community, allowing students opportunities to connect with faculty, informing students about what information was needed prior to orientation, and helping students obtain their ID cards.

Based on this data, Student Success staff worked to redesign the 2019 Orientation to address these shortcomings. As presented to a senior leadership team meeting, the 2019 orientation program was designed with streamlined communication, increased NCF community involvement (to connect faculty and staff with students in areas of shared interests), and additional opportunities to make connections with the Sarasota community. The 2019 orientation was also designed to more effectively build a sense of community among incoming students and foster college pride (addressing issues that were raised as a result of the Campus Climate Surveys described earlier).

As further examples of just-in-time assessment activities, consider the 2015 Living-Learning Community (LLC) and Writing Resource Center (WRC) retention analyses. These reports generated by the Office of Institutional Research and Assessment attempted to measure the effect of LLCs and the WRC on student retention. Evidence from these analyses indicated LLCs were associated with a 7% increase in student retention and that increased usage of the WRC was associated with substantial increases in retention. Based on these results, additional staff were hired to expand the reach of the WRC and additional LLCs were formed and offered to students. Also, based on continued assessment results indicating the positive effect of LLCs on retention, NCF expanded LLC offerings from 6 to 8 for Fall 2019.

Some additional examples of just-in-time assessment include:

- Results from the 2018 administration of the American College Health Association National College Health Assessment II (ACHA-NCHA II) which, as a June 2018 email from the Dean of Student Affairs indicates, informed the development of NCF's 2018 Strategic Plan.

- Student-led assessment efforts, such as the 2017 Inclusivity Survey of the Campus Bike Shoppe (organized by student employees in an effort to improve inclusiveness) and the 2018 Faculty Survey of NCF Academic Advising (developed by three students working with a faculty member). Results from the Faculty Survey of NCF Academic Advising indicated faculty could use professional development opportunities in the area of advising (41% could use more clarification of their advisor responsibilities; comments indicated some faculty advisors struggle with student health and wellness issues). Based on these results, the Office of the Provost offered an all-day workshop on advising and how it intersects with financial aid, wellness, residential life, diversity, and inclusion.

- In response to requests from the Governor, NCF provides return-on-investment (ROI) reports. For example, NCF submitted annual and quarterly ROI reports for the Center for Career Engagement and Opportunity (CEO) throughout 2017-19. These ROI reports identify expected outcomes, report assessment results, and provide summaries of improvements made based on those assessment results. As an example, the first quarter 2017-18 ROI report for the CEO indicates assessment results led to efforts to improve (the continuation of a Career Success Seminar and individual meetings with students):

  > *In 2016-17, we began more concentrated efforts to track the success of graduates using a nationally benchmarked instrument called The Outcomes Survey. Results from this survey showed that while our students find great success 3-5 years after graduation, many of them do not seek high-paying jobs immediately following graduation. For example, responses from our 2016 graduates indicate 93% of them are now employed or continuing their education, while only 75% of our 2017 graduates have thus far found employment or continued their education.*
  >
  > *Based on these results, the CEO piloted an online Career Success Seminar this past summer for our 2016 and 2017 graduates. This 6-week seminar guided students through the job search process, from developing professional job- search portfolios to finding jobs that match their career goals and*

learning workplace skills. Based on feedback from this pilot, we will continue to offer the Career Success Seminar in the summer following graduation.

Motivated by Governor Scott's Ready, Set, Work Challenge, the CEO has focused on finding employment and graduate school opportunities for students in our top two concentrations: biology and psychology. For the 2016 graduates in these areas, 100% of those we've been able to track are either working or enrolled in graduate school. Eight of the 2017 graduates are not currently employed. 16 of the 66 graduates in these fields have chosen not to provide detailed information about their post-graduation activities.

To meet the Governor's challenge for our 2018 graduates, the CEO has met with individual students in these majors, visited biology classes, and hosted coffee talks focused on career preparation in areas such as psychology and medical fields. The CEO has also developed an online resource page updated with graduate school information and job search materials.

Self-assessment: Council for the Advancement of Standards in Higher Education

To assess the efficacy and deliberateness of its student support services, NCF uses guidelines from the Council for the Advancement of Standards in Higher Education (CAS Standards). Each year, student support services staff within the Division of Student Affairs assess and reflect on the following aspects of their office or program: mission, contribution to student learning and development, program design and implementation, organizational structure and leadership, resources (financial, technology, facilities, and staffing), ethical obligations and standards, policies and procedures, diversity/equity/access, and internal and external relations.

Sample CAS Self-Assessment Guides demonstrate the reflection and benchmarking student support service programs use to seek improvement: Dining Services (2017), Student Leadership Programs (2017), Residential Life (2017), Residential Life (2018).

Conclusion

Through Effectiveness Reports, Student Affairs Annual Reports, the Baccalaureate Student Survey, and the National Survey of Student Engagement, New College of Florida identifies and assesses expected outcomes for its academic and student support services. To yield useful information for planning and budgeting, these regular assessment activities are supplemented by just-in-time assessment of specific programs and services. The institutional budget prioritization process and annual Effectiveness Reports document attempts to seek improvement based on the analysis of assessment results. Specific examples of how assessment results were used to seek improvement further demonstrate the College's commitment to institutional improvement.

Supporting Evidence (in order of appearance)
1) Undergraduate General Catalog
2) Graduate Catalog
3) 2013-14 Effectiveness Report: Language Resource Center
4) 2014-15 Effectiveness Report: Language Resource Center
5) 2015-16 Effectiveness Report: Language Resource Center
6) 2016-17 Effectiveness Report: Language Resource Center
7) 2017-18 Effectiveness Report: Language Resource Center
8) 2018-19 Effectiveness Report: Language Resource Center
9) 2013-14 Effectiveness Report: Quantitative Resource Center
10) 2014-15 Effectiveness Report: Quantitative Resource Center
11) 2015-16 Effectiveness Report: Quantitative Resource Center

12) 2016-17 Effectiveness Report: Quantitative Resource Center
13) 2017-18 Effectiveness Report: Quantitative Resource Center
14) 2018-19 Effectiveness Report: Quantitative Resource Center
15) 2014-15 Effectiveness Report: Writing Resource Center
16) 2015-16 Effectiveness Report: Writing Resource Center
17) 2016-17 Effectiveness Report: Writing Resource Center
18) 2017-18 Effectiveness Report: Writing Resource Center
19) 2018-19 Effectiveness Report: Writing Resource Center
20) 2013-14 Effectiveness Report: Sponsored Research
21) 2014-15 Effectiveness Report: Sponsored Research
22) 2015-16 Effectiveness Report: Sponsored Research
23) 2016-17 Effectiveness Report: Sponsored Research
24) 2017-18 Effectiveness Report: Sponsored Research
25) 2013-14 Effectiveness Report: Student Affairs
26) 2014-15 Effectiveness Report: Student Affairs
27) 2015-16 Effectiveness Report: Student Affairs
28) 2016-17 Effectiveness Report: Student Affairs
29) 2017-18 Effectiveness Report: Student Affairs
30) 2018-19 Effectiveness Report: Student Affairs
31) 2013-14 Effectiveness Report: Counseling & Wellness Center
32) 2013-14 Effectiveness Report: Career Engagement & Opportunity
33) 2014-15 Effectiveness Report: Career Engagement & Opportunity
34) 2015-16 Effectiveness Report: Career Engagement & Opportunity
35) 2016-17 Effectiveness Report: Career Engagement & Opportunity
36) 2017-18 Effectiveness Report: Career Engagement & Opportunity
37) 2018-19 Effectiveness Report: Career Engagement & Opportunity
38) 2013-14 Effectiveness Report: Enrollment Services
39) 2014-15 Effectiveness Report: Enrollment Services
40) 2015-16 Effectiveness Report: Enrollment Services
41) 2016-17 Effectiveness Report: Enrollment Services
42) 2017-18 Effectiveness Report: Enrollment Services
43) 2018-19 Effectiveness Report: Enrollment Services
44) Budget prioritization request template
45) 2018-19 Budget Planning Form: Enrollment Management
46) 2018-19 Budget Planning Form: Quantitative Resource Center
47) 2018-19 Budget Planning Form: Research Programs
48) 2018-19 Budget Planning Form: Student Affairs
49) 2018-19 Budget Planning Form: Language Resource Center
50) 2018-19 Budget Planning Form: Writing Center
51) 2016-17 Student Affairs Annual Report
52) 2017-18 Student Affairs Annual Report
53) 2018-19 Annual Report: Counseling & Wellness
54) 2018-19 Annual Report: Fellowships
55) 2018-19 Annual Report: Fitness Center
56) 2018-19 Annual Report: Living Learning Communities
57) 2018-19 Annual Report: Residence Life
58) 2018-19 Annual Report: Student Activities & Campus Engagement
59) 2018-19 Annual Report: Student Disability Services
60) 2018-19 Annual Report: Student Support Team
61) 2018-19 Annual Report: Title IX
62) 2018 Baccalaureate Student Survey Results Report
63) 2016-17 Summary of Legislative Budget Requests
64) 2016 NCF Growth Proposal
65) 2013-19 Withdrawn Student Survey dashboard
66) Mid-Semester Check-in Survey
67) Mid-Semester Check-in Survey Results Report
68) Mid-Semester Progress Report dashboard screenshots
69) Email communication: Mid-Semester Progress Report
70) April 2019 Faculty Meeting
71) AAC meeting – Mid-Semester Progress Report discussion
72) 2016 Campus Climate Survey report
73) 2017 Campus Climate Survey report

74) July 4th email from the Dean of Outreach, Engagement, and Inclusion
75) Survey administered to students at the end of the 2018 Orientation
76) Orientation changes presented to a senior leadership team meeting
77) 2015 Living-Learning Community (LLC) and Writing Resource Center (WRC) retention analyses
78) Results from the 2018 American College Health Association National College Health Assessment II (ACHA-NCHA II)
79) June 2018 email from the Dean of Student Affairs
80) 2017 Inclusivity Survey of the Campus Bike Shoppe
81) 2018 Faculty Survey of NCF Academic Advising
82) All-day workshop on advising
83) 2017-19 annual and quarterly ROI reports for the Center for Career Engagement and Opportunity (CEO)
84) CAS Self-Assessment Guide: Dining Services (2017)
85) CAS Self-Assessment Guide: Student Leadership Programs (2017)
86) CAS Self-Assessment Guide: Residential Life (2017)
87) CAS Self-Assessment Guide: Residential Life (2018)

8.2: Student outcomes

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

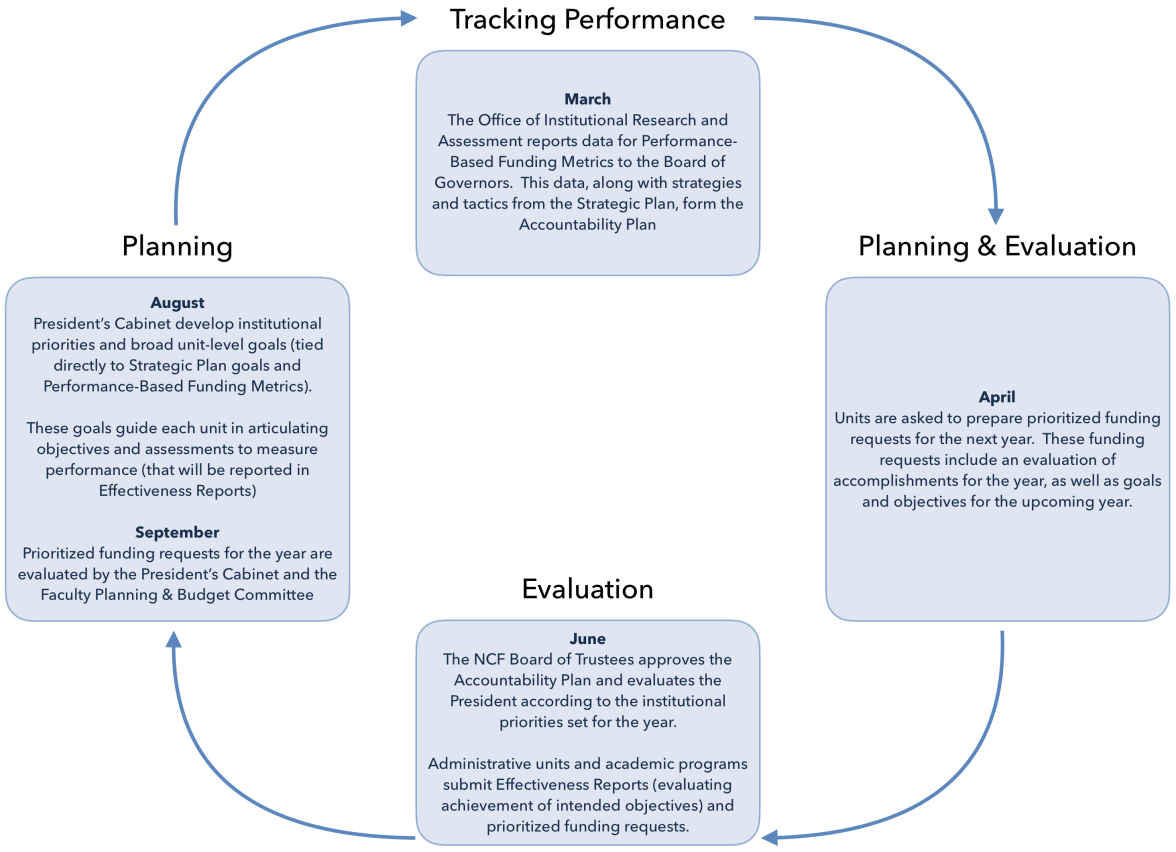
a. student learning outcomes for each of its educational programs,
b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs,
c. academic and student services that support student success.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through institutional effectiveness processes – annual administrative Effectiveness Reports, academic Effectiveness Assessment reports, academic program reviews, and the budget prioritization and allocation processes – New College of Florida (NCF) identifies expected outcomes, assesses the extent to which it achieves those outcomes, and seeks improvement based on the analysis of assessment results for its educational programs, undergraduate general education program (the Liberal Arts Curriculum), and academic and student support services.

The following diagram (which also appears in the compliance argument for SACSCOC Principles 7.1 and 7.3) summarizes NCF's annual cycle of planning, evaluation (assessment), and budgeting. In short, each academic and student support program articulates goals and objectives by August and reports results (and uses of those results) by the next July. These results are considered in September as the College evaluates budget prioritization requests and allocates funding for improvement.



Section 9: Educational Program Structure and Content

9.1: Program content [CR]

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

New College of Florida offers educational programs consistent with its mission as the state's designated liberal arts honors college. Through academic program assessment and review processes, faculty and academic administrators ensure each educational program aligns with the mission of the institution, embodies a coherent course of study, and is appropriate to higher education.

Mission and goals

> *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

That mission statement aligns with the goals stated in Florida Statute 1004.32:

> *New College of Florida with a campus in Sarasota County serves a distinctive mission as the residential liberal arts honors college of the State of Florida. To maintain this mission, New College of Florida has the following goals:*
>
> *(a) 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.*
>
> *(b) To engage in educational reform by combining educational innovation with educational excellence.*
>
> *(c) 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.*
>
> *(d) To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.*

Educational programs offered

New College of Florida offers a single graduate degree (Master of Science in Data Science) and a single undergraduate degree (Bachelor of Arts). Within the undergraduate degree, New College of Florida offers approximately 40 areas of concentration [ncf.edu AOC webpage]:

Division	NCF Areas of Concentration		
Humanities	Art Art History Chinese Language & Culture Classics English	French Language & Lit. German Studies Humanities Literature Music	Philosophy Religion Russian Lang/Literature Spanish Lang/Literature
Natural Sciences	Applied Mathematics Biology Chemistry (including Biochemistry)	Computer Science Marine Biology Mathematics	Natural Sciences Physics
Social Sciences	Anthropology Economics (including Finance) History	Political Science Psychology Social Sciences	Sociology
Interdisciplinary	Biopsychology Environmental Studies Gender Studies	General Studies International and Area Studies (including East Asian Studies; European Studies)	Theater
Master's Program	Data Science		
(unclassified)	Special program concentrations		

(9.1b) Compatibility with institutional mission

As the above table displays, the College's educational programs are based on the traditional areas of study in the Liberal Arts, with the majority of concentrations organized within three divisions: Humanities, Natural Sciences, and Social Sciences.

To provide evidence that the interdisciplinary programs – those not housed within the three divisions – are compatible with the mission of a liberal arts college, the educational program offerings of the top five liberal arts schools (according to the 2018 U.S. News Rankings) were investigated. The table on the following page displays which of these top liberal arts schools offer programs similar to the interdisciplinary programs offered by New College of Florida.

As the table shows, at least two of the top five liberal arts colleges in the nation offer programs in environmental studies, gender studies, theater, and international and area studies. Williams College and Bowdoin College offer interdisciplinary programs similar to the General Studies concentration offered by New College of Florida. Likewise, at least some of these top five liberal arts colleges offers programs similar to the Data Science and Special Concentration offered at NCF.

The only educational program offered by New College of Florida that is *not* offered by the top five liberal arts colleges is Biopsychology. This program *is* offered by other liberal arts institutions, though. Arbitrarily searching an alphabetical list of liberal arts colleges quickly results in finding three colleges (with names starting with A, B, and C) that offer Biopsychology. The fact that all programs offered at NCF are also offered at other liberal arts colleges provides evidence that the programs are compatible with the NCF mission.

NCF Program	Williams	Amherst	Bowdoin	Swarthmore	Wellesley
Environmental Studies	√	√	√	√	√
Gender Studies		√	√	√	√
Theater	√	√	√	√	√
Intl. & Area Studies	√	European Studies	Asian, Latin Amer. Studies	Asian, Latin Amer. Studies	Asian, Latin Amer., MidEast
General Studies	interdisciplinary		interdisciplinary		
Data Science	statistics	statistics		statistics	
Special Program Concentration	independent study			design your own major	individual major
Biopsychology	Augsburg University, Birmingham–Southern College, Cedar Crest College				

The requirements to graduate with a Bachelor's degree from New College of Florida further demonstrate the compatibility of these programs with the institutional mission. As stated in the General Catalog, all educational programs require students to complete a substantial liberal arts curriculum, three independent study projects, and a thesis. These requirements closely align to the institutional mission of New College of Florida as a liberal arts college that encourages the discovery of new knowledge.

(9.1c) Appropriateness to higher education

Demonstrating their appropriateness to higher education, all undergraduate areas of concentration (plus the graduate data science program) fall under six CIP codes defined by the U.S. Department of Education [Florida Board of Governors Academic Program Inventory]:

CIP Code	CIP Title	NCF Areas of Concentration
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other	Anthropology, Art, Art History, Classics, Economics (including Finance), English, Gender Studies, General Studies, History, Humanities, Literature, Music, Philosophy, Political Science, Psychology, Religion, Social Sciences, Sociology, Theater
03.0103	Environmental Studies	Environmental Studies
16.0101	Foreign Languages & Literatures, General	Chinese Language and Culture, French Language and Literature, German Studies / German Language and Literature, Russian Language and Literature, Spanish Language and Literature
30.0101	Biological and Physical Sciences	Applied Mathematics, Biology, Biopsychology, Chemistry (including Biochemistry), Computer Science, Marine Biology, Mathematics, Natural Sciences, Physics
30.2001	International/Global Studies	International and Area Studies (including East Asian Studies and European Studies)
30.3001 (Updated Fall 2019 from 11.9999)	Computer and Information Sciences and Support Services, Other	Data Science (Master's Degree)

(9.1a) Coherent course of study

Institutional policies to establish, modify, or terminate areas of concentration – along with ongoing assessment procedures – ensure all educational programs represent coherent courses of study. While each undergraduate area of concentration has its own curricular requirement, the Undergraduate General Catalog lists the following requirements for all undergraduate programs:

> *New College of Florida Graduation Requirements*
>
> 1. *Seven satisfactory semester contracts;*
> 2. *Three satisfactory Independent Study Projects (ISPs);*
> 3. *The satisfactory completion of 31 units (a unit being equivalent to a full-semester course or an ISP);*
> 4. *The satisfactory completion of the Liberal Arts Curriculum requirements, including: study in a broad range of subjects; study of diverse perspectives; basic proficiency in mathematics, and English language; and advanced proficiency in written and oral English language;*
> 5. *A satisfactory Baccalaureate Examination;*
> 6. *A satisfactory Senior Project or Thesis*

In requiring students to develop from basic proficiencies across a broad range of subjects to advanced proficiency as demonstrated in a baccalaureate examination and senior project, these graduation requirements ensure a base level of coherency across all educational programs. The Faculty Handbook statement on coursework beyond the elementary level provides further evidence of the coherence of the NCF educational program, in articulating expectations for advanced coursework within each undergraduate area of concentration.

The Undergraduate General Catalog provides descriptions and graduation requirements for every undergraduate educational program offered at NCF. To ensure every program offers a coherent plan of study sequenced so that students integrate knowledge and grow in critical skills, each area of concentration has developed the following:

a. Pathway: A four-year plan of study that demonstrates the sequence of educational activities students can complete to fulfill graduation requirements within four years. Pathways appear on each academic program's webpage.

b. Map: A curriculum map showing how required educational activities align with the intended student learning outcomes of the program. A sample of twelve curriculum maps (for academic programs beginning with the letters "A" through "E") demonstrate how program faculty have identified how each course contributes to the intended student learning outcomes of the program. The sample maps also show a progression of outcome attainment, with program faculty identifying which courses introduce, develop, or result in mastery of each program student learning outcome.

c. ALC: An Academic Learning Compact, required by Florida Board of Governors Regulation 8.016, that outlines expected core student learning outcomes in the areas of content knowledge and skills, communication skills, and critical thinking skills. Each academic program's webpage links to its ALC.

The combination of these three documents, along with the Catalog descriptions, ensure all educational programs offered by New College of Florida are coherent and sequenced in a way to progress student learning.

The only academic programs without these three types of documents are the special program areas of concentration and the Master of Science in Data Science program.

(1) Coherence of Special Program Areas of Concentration

As described in the Undergraduate General Catalog: *A special program concentration represents a program of study that is not already presented as an Area of Concentration in this Catalog, and that is developed in consultation between a student and faculty members.*

Students who choose to complete a special program concentration, which requires the signed endorsement of two faculty members, must provide a description of the proposed concentration that includes:

- A short narrative description of the program being proposed
- A specific list of all activities – coursework on- or off-campus, or other educational activities – that should be undertaken to complete the program

To ensure coherence, if the special program is similar to programs offered by other undergraduate institutions, or if the special program implies preparation for particular graduate or professional programs, the description of the proposed special program concentration shows how it compares to similar programs offered at other schools. Before they are approved, all special program concentrations are brought before Division faculty for discussion.

Three examples of these special program concentrations provide further evidence that the approval process ensures coherence:

(i) Publication Studies [Thesis Prospectus form]. This special program concentration, endorsed in 2017 by faculty in sociology, anthropology, and Spanish Language and Literature, was designed to center around the interdisciplinary study of the publication process, including interviewing, writing, reporting, editing, formatting, and layout, as well as the ethics of publishing and media law. The list of courses completed shows how the expectations increased from introductory courses (e.g., *Introduction to Creative Writing* and *College Newspaper Writing and Production I*) to more advanced courses (e.g., *College Newspaper Editing IV* and *Spanish Oral and Written Expression*). This program of study culminated in a senior project – a long-form journalism project on victims of the Pulse shooting in Orlando.

(ii) Media and Cultural Studies [Thesis Prospectus form]. This special program concentration, endorsed in 2017 by faculty in music, English, and sociology, was based on similar programs offered at MIT, the University of California - Berkeley, and Brown University. The student and faculty agreed upon requirements that consisted of seven core courses (such as *Introduction to Media Studies*, *Introduction to Sociology*, and *Empirical Content Analysis*), three practical experiences (an internship and two newspaper writing/editing experiences), and seven elective, upper-level courses in theory, history, and social/economic/political processes. This program of study culminated in a senior thesis entitled, *Media & Cultural Analysis of the Juggalo Subculture*.

(iii) Environmental Science [Provisional Area of Concentration Plan and Thesis Prospectus form]. This special program concentration, endorsed in 2016 by biology faculty, consisted of 24 educational activities ranging from introductory courses (e.g., *Intro to Coastal Marine Systems* and *Intro to Environmental Science*) to advanced, applied courses (e.g., *Oceanography, Applied Software Development for Marine and Biology Issues*). This program of study was intended to culminate in a senior thesis on the genotoxicity of fuel combustion (which it did, with the student completing a thesis entitled *Big Data Analysis of Local Black Carbon Emissions and Snow Albedo in Chilean Andes*).

(2) Coherence of the Master of Science in Data Science Program

The Graduate Catalog provides a detailed description of the Master of Science in Data Science program, along with descriptions of all required courses. The Catalog clearly displays how the statistics and computer science courses for this program progress from introductory to advanced levels (e.g., students move from *Statistical Inference I* to *Statistical Inference II* to topics in statistical inference). The program culminates in a practicum experience where students demonstrate their knowledge and skills in real employment environments. This program is described in greater detail in response to SACSCOC Principles 9.5 and 9.6.

Processes to ensure coherence and appropriateness

New College of Florida employs three processes to ensure the coherence and appropriateness of its educational programs. Examples of these processes (explained in greater detail in response to SACSCOC Principles 8.1 and 8.2) are provided below.

- Program Proposal Process

  Recent substantive change submissions – the 2015 Application for Level Change from Level II to Level III and the 2016 Documentation for the Substantive Change Committee (Initiating a Master's Degree Program in Data Science) – detail the development of the Master of Science in Data Science degree program. These documents describe how the program was conceived by faculty, developed by faculty, administrative staff, and content-area experts to ensure coherence. As the evidence shows, "compatibility with the New College mission was a primary concern."

  Beginning in 2017, the Educational Policy Committee (EPC) was assigned to review and endorse proposals for new undergraduate areas of concentration [11/8/2017 Faculty Meeting Minutes]. As evidenced by an April 2019 memo from the Provost's Office, the proposal for a new area of concentration in Neuroscience included descriptions of the program and a discussion of course requirements. The proposed new concentration was reviewed by EPC, as well as faculty within each academic division. Materials for, and approval of, a new concentration in Theater, Dance, and Performance also demonstrate that faculty evaluate the coherence of the proposed curriculum and fit with the institutional mission.

  Florida Board of Governors Regulation 8.011 (Authorization of New Academic Degree Programs and Other Curricular Offerings) provides further assurance that educational programs are coherent and consistent with the institutional mission. This regulation states:

  > *A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:*
  >
  > 1. *The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan. – The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university's mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the program list provided in the university work plan…*
  > 2. *The Curriculum is Appropriate for the Discipline and Program Level. - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly*

specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs.

The Master of Science in Data Science program went through this process and was approved by the Board of Governors on November 6, 2014.

- Program Review Process
  Board of Governors Regulation 8.015 requires all degree programs to be reviewed at least once every seven years. These program reviews are required to include:

  1. The review of the mission and purpose of the program within the context of the university mission and Board of Governors Strategic Plan
  2. The establishment of program goals, including expected student learning outcomes
  3. A review of lower-level prerequisite courses

  At NCF, each program review includes a review conducted by external experts in the discipline. A sample external review of the Political Science program demonstrates that the external expert reviewed the program curriculum for breadth, depth, and coherence.

  Beginning in 2017, the Educational Policy Committee (EPC) became the faculty committee that receives and evaluates academic program reviews for all areas of concentration [11/8/2017 Faculty Meeting Minutes]. During the 2018-19 academic year, EPC reviewed and accepted the external program review for the Religion AOC. The program review self-study and external consultant review documents demonstrate how the EPC and the external program reviewer evaluated the coherence of the program curriculum. The external reviewer, for example, made recommendations on how the program could clarify the purpose of both its Introduction to the Study of Religion course and its capstone course.

- Assessment Process
  The annual assessment process described in response to SACSCOC Standard 8.2a requires faculty to review and update the plans of study and curriculum maps provided earlier in this section. This review process encourages faculty discussion of the coherence of their educational programs.

Conclusion

New College of Florida offers educational programs consistent with, and appropriate to, its mission as the state's designated liberal arts honors college. Through academic program proposal, review, and assessment processes, faculty ensure each educational program aligns with the mission of the institution, embodies a coherent course of study, and is appropriate to higher education.

Supporting Evidence (in order of appearance)
1) Florida Statute 1004.32
2) Areas of concentration list from ncf.edu
3) General Catalog graduation requirements
4) Florida Board of Governors Academic Program Inventory
5) Faculty Handbook statement on coursework beyond the elementary level
6) Undergraduate General Catalog
7) Four-year pathways appearing on each academic program's webpage
8) Sample curriculum maps
9) Florida Board of Governors Regulation 8.016
10) Academic Learning Compacts on program webpages
11) Undergraduate General Catalog – special program concentration

12) Publication Studies Thesis Prospectus form
13) Media and Cultural Studies Thesis Prospectus form
14) Environmental Science Provisional Area of Concentration Plan and Thesis Prospectus form
15) Thesis: *Big Data Analysis of Local Black Carbon Emissions and Snow Albedo in Chilean Andes*
16) Graduate Catalog
17) 2015 Application for Level Change from Level II to Level III
18) 2016 Documentation for the Substantive Change Committee (Initiating a Master's Degree Program in Data Science)
19) 11/8/2017 Faculty Meeting Minutes
20) April 2019 memo from the Provost's Office
21) Materials for, and approval of, a new concentration in Theater, Dance, and Performance
22) BOG Regulation 8.011 (Authorization of New Academic Degree Programs and Other Curricular Offerings)
23) Board of Governors Regulation 8.015
24) Sample review of the Political Science program
25) 11/8/2017 Faculty Meeting Minutes
26) Program Review – Religion self-study
27) Program Review – Religion external review

9.2: Program length [CR]

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida offers approximately 40 undergraduate areas of concentration that lead to the Bachelor of Arts degree, along with a single graduate degree, the Master of Science in Data Science. The undergraduate degree requires the equivalent of 124 credit hours; the graduate degree requires 36 credit hours.

Master of Science in Data Science

As the Graduate Catalog indicates, the Master of Science in Data Science degree requires 36 credit hours of graduate work. With each course assigned 3 semester credit hours, the program requires successful completion of the following:

Requirement	Semester credit hours
8 core courses in the first two semesters	24
2 topics courses in the third semester	6
Practical Data Science in the third semester	3
Practicum during the fourth semester	3
TOTAL	**36**

This 36-credit hour requirement also appears on the Data Science program website. A sample student transcript also demonstrates this 36-credit hour requirement.

Bachelor of Arts degree

Contracts, Units, and the 124 Credit Hour Equivalent Requirement

Florida Statute 1007.25(9) declares, "A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities…." Florida Board of Governors (BOG) Regulation 8.014(1)(c) allows for exceptions to be made if, for example, "the degree program offers a unique and innovative learning experience, such as honors programs, individualized study, and other non-traditional approaches to education."

With its innovative, individualized, honors-level program, New College of Florida was granted approval to exceed this 120 semester hour limit [Minutes from the November 9, 2011 BOG Meeting]. BOG Regulation 6.017(3) Criteria for Awarding the Baccalaureate Degree provides an explanation for this approval:

> *At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.*

As indicated in that explanation, New College of Florida organizes its undergraduate programs through an *academic contract system*. Each semester, students work with faculty advisors to create *academic contracts* – written agreements listing the educational activities (units) each student will attempt, along with criteria to measure success. Each student's contract must include the equivalent of at least three full-semester units (courses, tutorials, labs, internships, or independent projects) that will develop the student's personal educational goals and contribute to the completion of the student's chosen academic program.

All courses at New College of Florida have a depth of study at the honors level, requiring greater reading, writing, and project work than standard undergraduate classes. Commensurate with the rigor, workload, and achievement expected, full-semester educational activities at New College of Florida are equivalent to 4 semester hours. Half-semester (module) educational activities are equivalent to 2 semester hours. To codify this, a "unit" is formally defined in Section 6.2 of the Faculty Handbook:

> *Definition of Unit: For reporting purposes, New College recognizes students' progress each term through a system in which 1 unit is equivalent to 4 semester credit hours. Further, 1 unit is equivalent to a full semester course, tutorial, independent reading project, or internship that expects an average of at least 12 hours of work per week for the duration of the semester (typically, 3 hours in class and 9 hours of course-related work outside of class); or in the case of a unit assigned for an ISP, the same amount of work required for a full semester unit. A half-unit is equivalent to a course, tutorial, independent reading project or internship that expects an average of at least 12 hours of work per week for the duration of one module; or in the case of a module-equivalent, an average of at least 6 hours of work per week for the duration of the semester.*

This one-unit, four credit hour equivalence aligns with the federal definition of a credit hour and the SACSCOC Policy Statement on Credit Hours.

With "units" and "academic contracts" defined, the requirements to earn the Bachelor of Arts degree from New College of Florida, as stated in the Undergraduate General Catalog and Guidelines for Advisors webpage, are:

- 7 satisfactory semester contracts
- 3 satisfactory Independent Study Projects (ISPs, completed in January terms)
- The satisfactory completion of 31 units (each unit equivalent to a full-semester course or ISP)
- The satisfactory completion of the Liberal Arts Curriculum requirements
- Demonstrated competency in civic literacy
- A satisfactory Baccalaureate Examination (typically an oral defense of the senior project)
- A satisfactory Senior Project or Thesis, accepted in final form by Library staff

This 31-unit requirement is, perhaps, more clearly displayed in a table. The following table displays how a student could fulfill all graduation requirements by completing 4 units per academic semester for seven semesters:

Units Required for the Bachelor of Arts Degree

	Year 1	Year 2	Year 3	Year 4
Fall:	4 units	4 units	4 units	4 units*
January:	1 ISP	1 ISP	1 ISP	
Spring:	4 units	4 units	4 units	
Total:	9 units	9 units	9 units	4 units **= 31 units total**

* including completion of thesis and baccalaureate exam

With each unit equivalent to 4 semester hours, the Bachelor of Arts degree requires 124 semester credit hours (31 units x 4 credits per unit).

Credit hour equivalency for tuition assessment and calculation of transfer credit

For purposes of tuition assessment and the calculation of transfer credit, NCF considers each semester contract equivalent to 16 credit hours and each ISP equivalent to 4 credit hours [Undergraduate General Catalog]. This block tuition model equates to students being charged the same 124 credit hours it takes to earn the baccalaureate degree.

For clarity, the credit hours charged to students is displayed in the following table:

Credit Hours Charged to Students for the Bachelor of Arts Degree

	Year 1	Year 2	Year 3	Year 4
Fall:	16 hours	16 hours	16 hours	16 hours*
January:	4 hours	4 hours	4 hours	
Spring:	16 hours	16 hours	16 hours	
Total:	36 hours	36 hours	36 hours	16 hours **= 124 hours total**

* including completion of thesis and baccalaureate exam

All students pay block tuition according to this table, even if they complete more than 4 units per semester.

As explained in the Transfer Credit Policy, transfer credit is assigned toward New College of Florida semester contract, ISP, and unit requirements for the Bachelor of Arts degree. Transfer credit is based on 16 or more transferable semester hours, in the following increments:

- (Students cannot transfer-in fewer than 16 credit hours)
- 16-19 transferable semester hours = 4 units = 1 semester contract
- 20-35 transferable semester hours = 5 units = 1 semester contract and 1 ISP
- 36-51 transferable semester hours = 9 units = 2 semester contracts and 1 ISP
- 52+ transferable semester hours = 13 units = 3 semester contracts and 1 ISP

A transfer student who has earned an A.A. degree from a member school of the Florida College System or from the Florida State University System would be assigned the maximum number of transfer credit: 3 semester contracts, 1 ISP, and 2 additional units. This represents a total of 15 units, equivalent to 60 semester credit hours. This policy is in accordance with Florida Administrative Code 6A-10.024, which

mandates that NCF accept 60 credit hours in transfer for associate of arts graduates from Florida College System institutions.

Further demonstrating the 124-credit hour requirement, the Transfer Credit Policy states that every New College student – including transfer students – must complete at least 4 contracts and 2 ISPs in residence at New College in order to graduate.

Combined programs

New College of Florida does not currently offer a combined program where students begin graduate work before completing the undergraduate degree and double-count the graduate work. Likewise, NCF does not currently offer any combined programs with other institutions.

As explained in the Undergraduate General Catalog, New College of Florida *does* allow students to complete the following types of combined programs:

4. Joint-Disciplinary Concentration: This is a combination of two or more disciplines offered at New College and are indicated by a slash between the disciplines (e.g., Biology/Chemistry). This combined concentration is used to indicate a plan of study in which substantial study has occurred in two disciplines, but not enough for a double Area of Concentration. A joint -disciplinary concentration requires the endorsement of three faculty members, at least one from each discipline.

5. Double Area of Concentration (e.g., Biology *and* Chemistry): Students complete the requirements for both disciplinary concentrations. Students either complete one thesis with signatures from four faculty members (two from each concentration) or complete two theses and two baccalaureate exams.

Both of these options result in the student earning a single degree – the Bachelor of Arts. The first option – the Joint-Disciplinary Concentration – clearly states it represents a single program of study that combines two or more disciplines. The second option – the Double Area of Concentration – is equivalent to a double major at a more traditional university. Students must complete the full requirements for each concentration; no double-counting of courses is allowed.

Conclusion

New College of Florida's Bachelor of Arts degree requires students to complete 31 units (equivalent to 124 semester credit hours), as evidenced by the General Catalog. The Master of Science in Data Science degree requires the completion of 36 semester credit hours, as evidenced by the Graduate Catalog. NCF does not currently offer a combined degree program for the two degrees it offers.

Supporting Evidence (in order of appearance)
1) Graduate Catalog 2) Data Science program website 3) Sample student transcript 4) Florida Statute 1007.25(9 5) Florida Board of Governors (BOG) Regulation 8.014(1)(c) 6) Minutes from the November 9, 2011 BOG Meeting 7) BOG Regulation 6.017(3) Criteria for Awarding the Baccalaureate Degree 8) Section 6.2 of the Faculty Handbook 9) SACSCOC Policy Statement on Credit Hours 10) Undergraduate General Catalog 11) Guidelines for Advisors webpage

12) Undergraduate General Catalog, p.74
13) Transfer Credit Policy
14) Florida Administrative Code 6A-10.024
15) Undergraduate General Catalog

9.3: General education requirements [CR]

The institution requires the successful completion of a general education component at the undergraduate level that:

(a) is based on a coherent rationale.

(b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

In order to earn the Bachelor of Arts degree, all New College of Florida students must successfully complete a general education component known as the *Liberal Arts Curriculum* (LAC). Through this 8-unit (32 semester hour equivalent) requirement, the LAC ensures a breadth of knowledge through a coherent program of study involving courses from the divisions of humanities, natural sciences, and social sciences.

The LAC program is described in detail in a Liberal Arts Curriculum Guidelines document, a dedicated LAC webpage, the Undergraduate General Catalog, and Section 6.2.1 of the Faculty Handbook.

(a) Coherent rationale

Florida Statute 1007.25(3) mandates that each state university offer a general education program that includes a requirement that students complete five core courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The statute further requires each general education core course to contain "high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course."

Florida Board of Governors Regulation 8.005 restates this mandate and requires students to complete the general education core courses, as well as any remaining university-specified general education courses, in order to complete an undergraduate degree.

At New College of Florida, these state requirements have been operationalized into the Liberal Arts Curriculum (LAC). In completing the LAC program, New College of Florida graduates are expected to achieve the following skills, ways of knowing, and basic competencies [LAC Guidelines]:

(a) Communication Skills

Students proficiently express ideas orally and in writing

(b) Critical Thinking Skills

Students integrate ideas from various sources; analyze data; apply theory; and synthesize information. By employing these abilities and competencies students see connections and reach defensible new conclusions

(c) Ways of Knowing in the Humanities/Fine Arts

Students understand how questions are posed and how insights into those questions, or creative responses to them, are developed in a Humanities or Fine Arts discipline

(d) Ways of Knowing in the Social/Behavioral Sciences

Students understand how questions about individuals and social groups are framed and addressed through observational research, experimentation and data analysis

(e) Ways of Knowing in the Natural Sciences and Mathematics

Students understand how conclusions are drawn through experimental data and understand mathematical reasoning from starting assumptions

(f) Ways of Knowing in Diverse perspectives

Students engage in a meaningful way with issues of race, class, gender, and/or religious difference

These intended learning outcomes – higher-order skills, competencies, and ways of knowing – flow directly from the institutional mission of NCF as the residential, liberal arts honors college for the state of Florida.

To attain these intended learning outcomes, students are required to complete the Liberal Arts Curriculum that requires students to study a broad range of subjects, as well as diverse perspectives, and to demonstrate basic proficiency in mathematics and advanced proficiency in written and oral English language. The LAC requirements, as stated in the Undergraduate General Catalog and LAC Guidelines, are as follows:

1. Students must satisfactorily complete at least 8 Liberal Arts Curriculum courses, including:
    a. At least 7 courses that expand disciplinary breadth, with at least one from each of the three Divisions (Humanities, Social Sciences, and Natural Sciences)

    b. At least one course that addresses issues of race, class, gender, and/or religious difference

    Alternatively, students may satisfy all or part of this requirement through eligible transfer course credit or acceptable scores on AP, IB, AICE, or CLEP examinations to fulfill the LAC course requirements. The LAC course requirements may also be met if students have already completed the General Education Requirements at any Florida State University or Florida College System institution.

2. Demonstrate basic competence in mathematics. Satisfactory completion of a math course at New College or receiving appropriate transfer credit fulfills this requirement. You may also demonstrate math skills through acceptable scores on the SAT, ACT, or appropriate AP, IB, AICE, or CLEP exams

3. Complete the senior thesis project and oral Baccalaureate Exam. Satisfactory performance on these final graduation requirements provides clear evidence that you have acquired proficiency in writing and oral communication.

(b) Substantial component of the undergraduate degree program

The LAC requirements show that students are required to complete 8 units, equivalent to 32 semester hours [LAC Guidelines], as well as competency in mathematics and written/oral communication. These 32 semester hours, in addition to the thesis and baccalaureate examination requirements, represent a substantial component (more than a quarter) of the 124-credit hour Bachelor of Arts degree program.

(c) Ensures breadth of knowledge

The LAC requirements also demonstrate how the New College of Florida general education program ensures students attain an appropriate breadth of knowledge for a liberal arts college.

a. *The LAC requires at least one course from humanities/fine arts, social/behavioral sciences, and natural science/math.*

   The first component of the LAC requires students to successfully complete at least 7 courses that expand disciplinary breadth, with at least one from each of the three Divisions (Humanities, Social Sciences, and Natural Sciences). As described later, the Office of the Registrar conducts a final audit to ensure all undergraduate students meet this requirement prior to graduation.

b. *The LAC is consistent with the 2010 SACSCOC Executive Council Interpretation [Resource Manual]*

   i. *Basic composition (with no literature component), oral communication, and introductory foreign language courses are not counted towards humanities requirement*

      New College of Florida does not offer basic composition or oral communication courses. The writing courses that *are* offered (e.g., WRTG 2140: Writing about Writing) are not considered to be humanities courses and do not count towards LAC breadth requirements. In fact, writing studies courses are not included in the LAC program at all.

      Students fulfill written and oral communication LAC requirements by demonstrating these competencies through a successful defense of their senior thesis.

      While New College of Florida *does* offer introductory foreign language courses (e.g., SPAN 2100: Elementary Spanish I), these courses do not count towards LAC breadth requirements.

      A list of LAC courses offered from 2016-2018 provides evidence that basic composition, oral communication, and introductory foreign language courses do not count towards LAC requirements. The list, organized by discipline, shows more advanced language courses (e.g., Intermediate Spanish I or Spanish Oral and Written Expression) *are* allowed to count towards LAC breadth requirements in humanities.

   ii. *Upper-level courses with multiple prerequisites*

      The list of LAC courses offered from 2016-2018 also provides evidence that upper-level courses with multiple prerequisites (that lack breadth of knowledge) are not included in the LAC program.

c. *The LAC includes courses that do not narrowly focus on those skills, techniques, and procedures specific to a student's particular occupation or profession*

   As a liberal arts college, New College of Florida does not offer courses focused on particular occupations or professions. The list of LAC courses offered from 2016-2018 demonstrates that no LAC courses narrowly focus on skills, techniques, or procedures specific to a particular occupation or profession.

LAC course designation

Section 6.2.1.1 of the Faculty Handbook provides guidance to determine which courses are designated to fulfill LAC requirements:

> *Courses that satisfy the LAC disciplinary breadth requirement should introduce a discipline, a field of study, a region, a time period, or a body of literature; have no prerequisites, with the exception of courses, such as languages or mathematics, which may have an implied basic proficiency; and be taught by a faculty member in his/her area of expertise.*

This section of the Faculty Handbook also outlines the procedure to be used to determine which courses receive LAC disciplinary breadth designations:

1. Faculty members self-identify courses that meet LAC disciplinary breadth requirements when they propose courses for the following academic year.

2. New LAC course descriptions are submitted to Divisions for discussion and feedback, confirmed by the Division Chair, and forwarded to the Registrar. A sample email from the Chair of the Social Sciences Division provides evidence that this process is followed. This email confirms that faculty within the Division discussed and provided feedback on new LAC courses to be offered in Fall 2018.

The Faculty Handbook provides more guidance on courses intended to fulfill the diverse perspectives LAC requirement:

> *Courses that satisfy the diverse perspectives component of the Liberal Arts Curriculum should provide students with meaningful engagement with issues of race, class, gender, and/or religious difference. Unlike the disciplinary breadth requirement, these courses can require prerequisites. An ideal course or activity would accomplish the following:*
> - *Provide students with a historical, theoretical, or experiential perspective for understanding difference*
> - *Demonstrate how considerations of difference shape the disciplinary or interdisciplinary framework of the course or activity*
> - *Provide students with an opportunity to consider how difference influences the world beyond the classroom and the college*

Using these guidelines, new diverse perspectives LAC course proposals are submitted to Divisions for discussion and feedback, confirmed by the Division Chair, and forwarded to the Registrar.

In this way, all LAC course designations are decided by faculty – the content experts.

Sample syllabi from two LAC courses – Chinese History to 1800 and Descriptive Astronomy – demonstrate that these LAC-designated courses are introductory courses with no prerequisites.

Pathway to track and ensure completion

Each student (and each student's faculty advisor) is provided an LAC Guidelines Worksheet to track progress toward attaining LAC competencies and fulfilling LAC requirements. Students and advisors can also track student LAC progress online through *LAC Progress Reports*.

Three example LAC Progress reports demonstrate the information provided:

1. LAC Progress Report for a student completing all LAC requirements at NCF. This report shows the student completed the math proficiency requirement through an SAT score above 500 (530 on the redesigned SAT beginning in 2016); has completed at least one course in each division; has fulfilled the disciplinary breadth requirement by completing 21 (more than 7) LAC courses; has completed the diverse perspectives requirement by completing 10 (at least 1) courses; and has demonstrated the English language advanced proficiency requirement through satisfactory completion of the senior thesis and baccalaureate exam.

2. LAC Progress Report for a transfer student. This report shows the student met the mathematics basic proficiency requirement through a sufficiently high ACT Math score; has met the divisional coursework requirement; has met the disciplinary breadth requirement (by transferring-in 8 courses and completing an additional 3 courses at New College of Florida); and has demonstrated the English language advanced proficiency requirement through satisfactory completion of the senior thesis and baccalaureate exam. This student graduated prior to the establishment of the diverse perspectives LAC requirement.

3. LAC Progress Report for a current student who has not yet completed LAC requirements. This report shows the student still needs to complete at least 1.5 units of LAC disciplinary breadth coursework and demonstrate English language advanced proficiency in order to fulfill LAC requirements.

The Registrar uses data from these LAC Progress Reports to audit student LAC completion and ensure all students who graduate with a Bachelor's degree from New College of Florida have fulfilled all LAC requirements.

Alternative LAC pathways

The LAC Guidelines describe three ways in which LAC requirements may be fulfilled:

1. Eligible New College courses
   The Course Schedule issued each semester clearly identifies all courses that fulfill LAC requirements. These LAC-designated courses are stored in the student information system.

2. Exemption through other college credit
   Appropriate courses completed through other colleges (including dual enrollment college courses taken while enrolled in high school) may satisfy LAC requirements, if they are deemed eligible for transfer credit by the New College of Florida Registrar (in consultation with faculty in the appropriate discipline).

   Eligible courses completed through another college may be used to meet LAC requirements or may be awarded as part of a transferred contract of credit. New College of Florida is required under Florida Board of Governors Regulation 8.005(2) to accept transfer credit from any general education core courses completed by students at other Florida College System or State University System schools (and accept that transfer credit as meeting the core requirements of the NCF LAC program).

   Students earning A.A. degrees from any Florida State University System or Florida College System are deemed to have fulfilled LAC course requirements. This is mandated by Florida Administrative Code 6A-10.024 (which requires NCF to accept the entire 60 credit hours earned by students who complete associate of arts degrees from Florida College System schools) and Florida Statute 1007.23(2)(a) (which establishes a statewide articulation agreement in which every associate of arts

graduate of a Florida College System institution is declared to have met all general education requirements). This mandate is justified by Florida Board of Governors Regulation 6.004(3)(b)(1), which states that the associate of arts degree must include 36 semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences.

Transfer credits are explained in greater detail in response to SACSCOC Principle 10.8: Evaluating and awarding academic credit.

3. Exemption by examination
   Satisfactory performance on Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certification of Education (AICE), or College-Level Examination Program (CLEP) examinations may be used to meet LAC requirements including the math competency requirement. The LAC Guidelines list specific exams and scoring criteria used to determine LAC fulfillment.

Verifying breadth of knowledge requirements fulfilled by 2016 graduates

As evidence that the LAC policies and guidelines are implemented, the following table displays the percent of graduating students who completed the LAC breadth requirement through various methods:

2016 NCF Graduates (n = 170)	Academic Division		
	Humanities	Natural Science	Social Science
Completed at least one LAC course offered by NCF in this area	123 (72%)	128 (75%)	113 (66%)
Fulfilled this requirement through Florida College A.A. degree transfer	21 (12%)	21 (12%)	21 (12%)
Did not complete a course offered by NCF in this area, but…			
Fulfilled this requirement completely through course transfer	7 (4%)	8 (5%)	14 (8%)
Fulfilled this requirement completely through exemption by examination	19 (11%)	13 (8%)	22 (13%)

Of the 170 students who graduated in 2016, 123 completed at least one LAC Humanities course at NCF; 128 completed at least one LAC Natural Science course; and 113 completed at least one LAC Social Science course. Twenty-one of these graduating students fulfilled the breadth requirement by completing these courses at a Florida College System school and transferring into NCF with an Associate of Arts degree. Another 7-14 students completed each course at another institution and transferred-in the credits to NCF. The remaining students who did not complete at least one LAC course in one or more of these areas fulfilled the requirements through course transfer or exemption through examination.

Assessment of general education competencies and courses

To ensure courses designated for the LAC program are aligned with LAC learning outcomes – and to provide information to lead to LAC program improvement – faculty engage in two levels of LAC program assessment. While these assessment methods are described in greater detail in response to SACSCOC Principle 8.2.b, a brief description is provided here to demonstrate how the alignment of LAC courses to the intended learning outcomes is continually monitored.

1. LAC course-level assessment
   Section 6.2.1.1 of the Faculty Handbook sets the following expectation for faculty teaching LAC courses: … *faculty members teaching these LAC courses are expected to complete an LAC-Course Student Outcome Assessment Form on a random sampling of no more than 20 students.*

For each LAC course they teach, faculty use this form to rate student attainment of knowledge, oral communication, written communication, and critical analysis skills.

In addition, the special LAC-Course Student Outcome Assessment Form, faculty also complete narrative evaluations of student performance (for all courses; not just LAC courses). Section 6.5.1 of the Faculty Handbook describes narrative evaluations: *Narrative evaluations consist of the following: 1) a designation of the student's performance as "satisfactory," "unsatisfactory," or "incomplete"; 2) a brief description of the course, tutorial, or independent work; 3) comments on the student's work for external purposes; and 4) additional comments on the student's work for internal use only*. In LAC courses, these narrative evaluations address student performance on LAC outcomes. For example, sample narrative evaluations from an LAC History course show the instructor evaluated each student's achievement of the LAC outcomes of communication (writing and discussion), critical thinking (synthesizing multiple types of evidence), and ways of knowing in the social sciences (familiarity with the chief events, figures, and phenomena of early modern Europe and its position in the wider world). An arbitrarily-chosen narrative evaluation from a Comparative Politics course also serves as an example, with the narrative containing an evaluation of the student's content knowledge, critical thinking, and communication skills).

2. LAC summative assessment
   To earn the Bachelor of Arts degree, all NCF students must successfully complete a student project/thesis and a baccalaureate examination. As Section 6.18 of the Faculty Handbook explains:

   > *The baccalaureate examination is logically the final requirement for graduation, coming normally in the final term and presupposing the completion of the senior thesis/project and the substantial completion of the area of concentration. The faculty as a whole will make the final certification that all requirements for graduation have been met. The examination represents the collegial responsibility of the faculty that no student may graduate until the quality of his/her educational achievement has been closely examined and approved by three faculty members. Each New College graduate is expected to possess strong oral communication skills. Therefore, a student's ability to express ideas and information orally is assessed as part of the baccalaureate examination evaluation process.*

   Thus, the baccalaureate examination provides an opportunity for a comprehensive, cumulative assessment of student performance on LAC outcomes (especially the written and oral communication outcomes). Information from this cumulative assessment is recorded on the Student Academic Program Assessment (SAPA) form.

   An example SAPA form shows that the student's senior thesis sponsor, in consultation with other faculty on the Baccalaureate Committee, evaluates each student's performance on intended learning outcomes for both the LAC and each student's chosen area of concentration.

Ongoing development of the LAC program

The most recent change to the LAC program was the addition of the Diverse Perspectives requirement in Fall 2013. Since then, however, the LAC program has been regularly evaluated.

As a result of significant, campus-wide planning activities from 2016-18 (which resulted in the 2016 NCF Growth Proposal and the 2018-28 NCF Strategic Plan), faculty expressed a desire to re-envision the LAC program:

- November 15, 2017: Notes from a Faculty Retreat show faculty identified revision of the LAC as a priority and began to re-evaluate the liberal arts in the 21st century.

- December 13, 2017: Minutes from a Faculty Meeting show approval for the establishment of an Ad Hoc Committee to Revise the Core Liberal Arts Curriculum

- In January 2018, the Educational Policy Committee met to contemplate on the theme of LAC revisions. The EPC aimed to make LAC more coherent and future-looking. The EPC also suggested the LAC should develop skills that our graduates will need in their future careers.

- In June 2018, a summer work group was formed to envision a signature LAC program. The committee of faculty and staff assembled resources, reviewed models from other colleges, and began to think about ways to incorporate essential learning outcomes into LAC. In contemplating a change from content breadth to flexible thinking and skills, the summer committee identified topics for faculty discussion during the 2018-19 academic year

- In September 2018, the work group summarized their work, including the development of potential LAC models.

- During 2018-19, a reconfigured faculty committee continued these discussions. A survey of faculty, staff and students gathered data on the relative value of the 16 AAC&U Essential Learning Outcomes. These data were presented at a faculty meeting and discussed with graduating students. The committee will host faculty focus groups on revising LAC during fall semester 2019. The LAC Committee also met jointly with a committee developing learning outcomes for First Year Seminars. Committee members participated in the Annual AAC&U Conference on General Education and brought back models and valuable insights about the process for revising LAC – to be inclusive and transparent, and to not rush.

This work demonstrates NCF's commitment to ongoing evaluation of the coherence of the LAC program.

Conclusion

The Liberal Arts Curriculum (LAC) represents New College of Florida's required general education component at the undergraduate level. Through a focus on articulated student learning outcomes and 32 credit hour equivalent breadth requirements in humanities, natural sciences, social sciences, and diverse perspectives, the LAC program ensures a breadth of knowledge as a substantial component of NCF's 124 credit hour equivalent undergraduate degree. Processes to designate LAC courses, assess student attainment of LAC outcomes, and ongoing faculty evaluation of the LAC program ensure program coherence.

Supporting Evidence (in order of appearance)
1) Liberal Arts Curriculum Guidelines 2) LAC webpage 3) Undergraduate General Catalog 4) Section 6.2.1 of the Faculty Handbook 5) Florida Statute 1007.25(3)

6) Florida Board of Governors Regulation 8.005
7) LAC Guidelines – LAC Outcomes
8) LAC Guidelines – LAC requirements
9) SACSCOC Resource Manual: *2010 SACSCOC Executive Council Interpretation*
10) List of LAC courses offered from 2016-2018
11) Section 6.2.1.1 of the Faculty Handbook
12) Sample email from the Chair of the Social Sciences Division
13) LAC Guidelines Worksheet
14) LAC Sample Syllabus 1
15) LAC Sample Syllabus 2
16) LAC Progress Report for a student completing all LAC requirements at NCF
17) LAC Progress Report for a transfer student
18) LAC Progress Report for a current student who has not yet completed LAC requirements
19) LAC Guidelines – Alternatives
20) Florida Board of Governors Regulation 8.005(2)
21) Florida Administrative Code 6A-10.024
22) Florida Statute 1007.23(2)(a)
23) Florida Board of Governors Regulation 6.004(3)(b)(1)
24) Section 6.2.1.1 of the Faculty Handbook
25) *LAC-Course Student Outcome Assessment Form*
26) Section 6.5.1 of the Faculty Handbook
27) Sample narrative evaluations from History LAC course
28) Sample narrative evaluation from Comparative Politics LAC course
29) Section 6.18 of the Faculty Handbook
30) example SAPA form
31) November 15, 2017: Notes from a Faculty Retreat
32) December 13, 2017: Minutes from a Faculty Meeting
33) In January 2018, the Educational Policy Committee met to contemplate on the theme of LAC revisions
34) June 2018, a summer work group was formed
35) September 2018, the work group summarized their work

9.4: Institutional credits for an undergraduate degree

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

To earn a baccalaureate degree from New College of Florida, all students must earn the equivalent of at least 64 credit hours (16 units) through instruction offered through NCF. This represents more than 50% of the 124 total credit hours (31 units) required for graduation.

Undergraduate degree requirements

To earn a bachelor's degree from New College of Florida, all students must complete a total of 31 units (28 courses, tutorials, or labs, plus 3 Independent Study Projects) across seven semester-long academic contracts [Undergraduate General Catalog]. This equates to 124 credit hours (with each unit equivalent to four credit hours, as defined in Section 6.2 of the Faculty Handbook.

Transfer credit policies

As explained in the Transfer Credit Policy, transfer credit is assigned toward New College of Florida semester contract, ISP, and unit requirements for the Bachelor of Arts degree. Transfer credit is based on 16 or more transferable semester hours, in the following increments:

- (Students cannot transfer-in fewer than 16 credit hours)
- 16-19 transferable semester hours = 4 units = 1 semester contract
- 20-35 transferable semester hours = 5 units = 1 semester contract and 1 ISP
- 36-51 transferable semester hours = 9 units = 2 semester contracts and 1 ISP
- 52+ transferable semester hours = 13 units = 3 semester contracts and 1 ISP

This shows that a maximum of 52 credit hours (13 units x 4 hours per unit) are allowed to transfer towards the completion of a baccalaureate degree at New College of Florida. This means that transfer students are required to earn the remaining 72 credit hours through instruction offered by New College of Florida.

Students who earn an A.A. degree from a member school of the Florida College System or Florida State University System are allowed to transfer-in additional credits. Florida Administrative Rule 6A-10.024 and Florida Board of Governors Regulation 6.004 require NCF to accept the equivalent of 60 transfer credit hours for these students. As the Transfer Credit Policy states, NCF complies with these regulations by awarding a total of 15 units (equivalent to 60 credit hours) to students who transfer with an A.A. degree from a public Florida college or university. These students must, then, earn 16 units (64 credit hours) through instruction provided by the College.

Residence requirement

The Transfer Credit Policy states that every New College student – including transfer students – must complete at least 4 contracts and 2 ISPs in residence at New College in order to graduate. With the transfer limits explained in the previous section, this restates the requirement that all students must complete at least 64 credit hours through instruction provided by the College.

Credit by exam policies

While students are allowed to earn credit-by-exam, the Transfer Credit Policy explains that credit-by-exam is capped at 25% of the credits required for a baccalaureate degree. For transfer students with A.A. degrees from Florida public colleges, credit-by-exam is accepted as part of the A.A. degree transfer. Thus, no student is allowed to earn more than 15 units prior to arriving at New College of Florida. This means that all students are required to complete at least 16 units (64 credit hours) through instruction provided by the College.

Monitoring compliance

To monitor compliance with the residence requirement, the Registrar's Office conducts a manual audit of student transcripts prior to commencement (in addition to the audit of transfer credits when a student enters NCF). A sample transcript from a transfer student (who transferred-in with an Associate of Arts degree from a Florida State College), demonstrates that transfer credits are clearly distinguished from credits earned at New College of Florida.

Conclusion

As the degree requirements and transfer credit policy demonstrate, all NCF students must complete the equivalent of at least 64 credit hours through instruction offered by NCF to earn the 124 credit hour equivalent baccalaureate degree. This means all students complete more than 50% of the credit hour requirements through instruction offered by NCF.

Supporting Evidence (in order of appearance)
1) Undergraduate General Catalog 2) Section 6.2 of the Faculty Handbook 3) Transfer Credit Policy 4) Florida Administrative Rule 6A-10.024 5) Florida Board of Governors Regulation 6.004 6) Transfer Credit Policy 7) Transfer Credit Policy 8) Transfer Credit Policy 9) Sample transcript from a transfer student

9.5: Institutional credits for a graduate/professional degree

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

For New College of Florida's single graduate degree – the Master of Science in Data Science – all students must complete at least two-thirds of the required credit hours through instruction offered by NCF. The remaining one-third of credits can be earned through credit by exam.

Credit hour requirements

As stated in the Graduate Catalog, the Master of Science in Data Science degree requires 36 credit hours of graduate work. Program completion requires successful completion of the following:

Requirement	Credit hours
8 core courses in the first two semesters	24
2 topics courses in the third semester	6
Practical Data Science in the third semester	3
Practicum during the fourth semester	3
TOTAL	**36 credit hours**

A sample student transcript provides evidence of this 36-credit hour requirement.

The Graduate Catalog also outlines the following policies on acceptance of academic credit:

> ***Transfer Credit will not be accepted from other institutions, nor will transfer credit be accepted for experiential learning or professional certificates.***
>
> *Applicants may petition the Graduate Admissions Selection Committee for permission to take a written qualifying examination.* **Applicants who pass the qualifying examination will receive credit by exam for up to 12 graduate credit hours towards a Master's degree in Data Science.**
>
> *If the petition is granted, the Data Science Program sets an appropriate examination and certifies competency in four areas required for further study in Data Science: statistical inference, data storage and retrieval, algorithms for data science, and data munging and exploratory data analysis. Enrolled students may not receive credit by examination when the same course has previously been failed.*

Thus, students can only earn a maximum of 12 credit hours through qualifying exams. That means all graduate students at NCF must earn at least 24 credit hours (two-thirds of the total credit hours) through instruction offered by the College.

A sample transcript from a student who earned the full 12 credit hours through qualifying exams (credits labelled with "EX"), along with a notice sent to the student, provides evidence that 24 of the 36 required credit hours were completed at New College of Florida.

These policies are enforced at the time of admission into the program.

Conclusion

Implementation of graduation requirements and the policy on acceptance of academic credit ensure all students completing the Master of Science in Data Science have completed at least 24 of the 36 required credit hours through instruction offered by NCF. A small number of students have earned the remaining 12 credit hours through the credit-by-exam policy.

Supporting Evidence (in order of appearance)
1) Graduate Catalog 2) Sample student transcript 3) Graduate Catalog policy on acceptance of academic credit 4) Sample transcript from a student who earned the full 12 credit hours through qualifying exams 5) Credit-by-exam notice sent to the student

9.6: Post-baccalaureate rigor and curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida's single graduate degree program – the Master of Science in Data Science – is a rigorous, interdisciplinary program that integrates theory and practice from computer science, mathematics, and statistics. The program's curriculum and structure, as well as the success of its graduates, indicate students are receiving appropriate professional practice and training.

Advanced academic content

The Master of Science in Data Science (MSDS) program integrates theory and practice from computer science, mathematics, and statistics. Through a four-semester sequence of interdisciplinary, collaborative, project-centered courses leading to a full semester practicum placement, students apply fundamental data science knowledge and technical skills to solve sophisticated, real problems.

Admissions Standards

To enter the program, applicants must have earned a bachelor's degree from an accredited college or university (with a minimum GPA of 3.0, if applicable). Applicants must also demonstrate the successful completion of a course in Linear Algebra and a course in computer programming (or proof of programming proficiency) [Graduate Catalog; MSDS Application Website]. This demonstrates that courses in the MSDS program build upon the concepts and skills typically covered in undergraduate linear algebra and programming courses.

Curriculum

In completing the four-semester, 36-credit hour MSDS program, students progress from fundamental data science courses to advanced topics courses to a semester-long capstone practicum placement with a corporate partner.

The following tables provide descriptions and links to syllabi for each MSDS course, as listed in the Catalog and on the MSDS website:

Semester #1	
CAP 5300: Statistical Inference for Data Science I	A rapid review of probability followed by an introduction to R. Fundamentals of statistical inference including parameter estimation and maximum likelihood, hypothesis testing, regression and linear models with a focus on working with large data sets. An introduction to resampling and nonparametric methods
CAP 5322: Data Storage and Retrieval	Fundamentals of traditional database design and management. data warehousing, extraction and transformation of structured and unstructured data. Concurrency, stability and efficiency in data retrieval storage. An introduction to massively parallel data structures and software tools used in their management (MapReduce, Hadoop, etc.).

CAP 5328: Algorithms for Data Science	Fundamentals of Algorithms and measures of performance. Taught in Python, the course includes an exploration of efficient algorithms for sorting and retrieving data. Material covered over the course of the semester includes graph algorithms and combinatorial optimization, dynamic programming, randomized algorithms and approximate algorithms
CAP 5320: Data Munging and Exploratory Data Analysis	Exploratory data analysis in the context of knowledge discovery, including the use of data visualization software. Inference, prediction and causal relationships. Multivariate models and independence. Resampling methods and nonparametric statistics with a focus on application to real data

Semester #2	
CAP 5302: Statistical Inference for Data Science II	Nonparametric methods and multivariate inference. Linear and nonlinear methods for dimension reduction; an introduction to Bayesian methods; graphical models and causal inference
CAP 5738: Data Visualization, Reporting, and Reproducible Research	A project-centered introduction to the visual display of quantitative information for both knowledge discovery and the communication of results. Fundamentals of reproducible research in the context of consulting
CAP 5327: Distributed Computing for Data Science	Fundamentals concerning the design and maintenance of massively parallel data sets. Nonrelational databases and their management. Algorithms for parallel architectures and associated software tools including the MapReduce/Hadoop framework and BigTable
CAP 5610: Optimization and Machine Learning	Fundamentals of supervising and unsupervised learning with an emphasis on working with real data. An introduction to Bayesian analysis. Implementation of specific learning paradigms including regression, clustering, random forests, support vector machines, kernel methods and neural networks. Construction of hybrid classifiers

Semester #3	
CAP 5323: Practical Data Science	Analysis of data and creation of a data product for industry. Working in small groups, students analyze an industry-submitted data set from exploratory analysis, through construction and testing of hypotheses, to the construction and presentation of a data product to inform an industry-driven decision
CAP 5931: Topics in Computing for Data Science – Deep Learning	Advanced material involving computing and data science. Topics vary and may include image processing, text mining, nonrelational databases and their management, and software engineering for massively parallel structures
CAP 5303: Topics in Statistical Inference for Data Science – Time-Series and Forecasting	Advanced material involving statistical inference and massive data sets. Topics vary and may include survival analysis, time series and prediction, risk analysis, decision theory, the theory of social networks, distributed software for statistical inference and advanced topics in machine learning

Semester #4	
CAP 5940: Practicum	A full semester placed and working in industry as part of a data science team, while under the weekly supervision of and submitting reports to Data Science faculty.

Student Learning Outcomes

Further demonstrating the advanced content and expectations for students, the MSDS program has articulated six student learning outcomes:

1. Working knowledge of the fundamental technical tool sets of data science (R and Python); the ability to acquire and clean data and apply tools of analysis and visualization to find information and answer questions about the data.
2. Working knowledge of the fundamentals of statistical inference and statistical learning.
3. Working knowledge of the fundamentals of algorithms for data science.
4. Working knowledge of the fundamentals of computing for data science (data storage and distributed computing); the ability to design and implement a software artifact for synthesis, storage and analysis of data.
5. Ability to clearly communicate outcomes; to elicit and understand the needs of the data owner, design appropriate experiments, and communicate results to the data owner.
6. Ability to work effectively as part of a data science team.

These outcomes include higher-order cognitive skills such as applying ("applying tools of analysis and visualization"), analyzing ("elicit and understand the needs of the data owner"), evaluating ("design appropriate experiments"), and creating ("design and implement a software artifact for synthesis"); as well as the ability to work effectively as part of a data science team.

Comparison to Undergraduate Programs

New College of Florida does not offer an undergraduate Data Science program but does offer undergraduate areas of concentration (as described in the Undergraduate General Catalog) in applied mathematics, mathematics, and computer science. The fact that the Master of Science in Data Science (MSDS) program requires successful completion of a linear algebra course (a required course in the undergraduate applied math and mathematics concentrations) and a programming course (required in the undergraduate computer science concentration) provides evidence of the advanced content of the MSDS program.

More specifically, a comparison of individual undergraduate and MSDS courses provides evidence of the advanced rigor and content of the graduate program. The following table displays course descriptions for the two undergraduate statistics courses offered at New College of Florida:

Undergraduate Statistics Courses	
STAT 2185: Dealing With Data	The term "data" refers to anything we can analyze in order to learn about the world or solve problems. This course is a friendly introduction to the art and science of learning from data. We will use techniques from statistics, data science, and computer science to tackle topics such as animal rescue, nutritional studies, Project Gutenberg, and gun ownership in the U.S. The goal of the course is to provide a foundation for investigating research questions using evidence-based statistical methods. We will address how to formulate good questions, collect data, analyze data, draw conclusions, and communicate results. Students of all levels and in all disciplines are welcome to take this course, and there are no prerequisites.
STAT 2100: Introduction to Statistics	This course will introduce students to applied statistics in the social and behavioral sciences. The course will employ a conceptual approach to using descriptive and inferential statistics. Topics will include frequency distributions, central tendency and variability, probability, confidence intervals, hypothesis testing, inferences about means, analysis of variance, correlation, regression, power, and non-parametric analysis. Students will be introduced to computer programs, Excel and SAS, for doing statistical analysis.

The first-semester graduate-level course most similar to these undergraduate courses would be *CAP 5300: Statistical Inference for Data Science I*. The CAP 5300 graduate course, with its focus on parameter estimation, maximum likelihood, linear models, resampling methods, and working with large data sets, clearly represents more advanced content than what is included in these undergraduate statistics courses.

Over the past five years, New College of Florida has also offered a few undergraduate computer science courses that can be compared to MSDS courses:

Undergraduate Data-related Courses	
CSCI 3300: Data Mining & Machine Learning	This course will provide an introductory overview to the field of data mining. After taking the course, students will be able to describe example applications of data mining, and explain their importance throughout the modern economy; prepare and sanitize raw data; implement simple algorithms for association mining, clustering, and classification; and apply and interpret the results of common data mining algorithms; and communicate scientific results. Background knowledge in basic probability, linear algebra, or basic calculus is recommended but not required. All students must have completed at least two college level programming courses.
CSCI 3780: Data Visualization and Communication	Finding meaning in complex data sets often requires identifying patterns and relationships that are not immediately evident when staring at spreadsheets of numbers. Transforming the data into a graphic form can overcome this problem—when it's done right. This class covers the principles and practice of data visualization and communication. We will look at guidelines and tools for data reporting and reproducible research; this is crucial knowledge for modern scientists. In addition to readings and discussions regarding best practices, we will also have weekly projects and assignments involving practical exploration of many common types of data viz (for categorical, quantitative, time series, geographic data, etc.). This class is aimed at undergraduate students who have completed at least one statistics course and have some knowledge of programming with R/RStudio
CSCI 4750: Topics in Algorithms	We will split the semester into approximately two parts. In one we will learn about how Graphics Processing Units (GPUs) are programmed and used by Central Processing Units (CPUs). We will also learn about some of the parallel algorithms that are employed by developers to improve computational speed using GPUs. These algorithms are designed to utilize as much of the GPU processing power as is available by distributing the computation over the compute array. We will utilize CUDA C for a number of the assignments. For the other part of the class we will consider various algorithms from different applications that we will be able to use to decrease computation time. For example, we will look at examples where we can take computation from O(N^2) to O(N log N). Prerequisites: Introduction to Algorithms, Introduction to C++, or Operating Systems (with interest in Algorithms).

The MSDS courses most similar to these undergraduate courses would be:

- CAP 5610: Optimization and Machine Learning
- CAP 5931: Topics in Computing for Data Science – Deep Learning
- CAP 5328: Algorithms for Data Science
- CAP 5738: Data Visualization, Reporting, and Reproducible Research

Whereas the undergraduate courses focus on describing, implementing, and interpreting basic, fundamental techniques in these areas, the graduate courses require students to apply advanced techniques to real, large datasets in the context of collaborative problem-solving projects.

These MSDS expectations -- to work as a member of a data science team to apply advanced, cutting-edge techniques to large, real datasets and communicate solutions to stakeholders -- are further articulated in rubrics used by MSDS faculty to assess student progress [written work, oral presentation, visualization, teamwork, and the practicum experience rubrics].

Comparing the expectations set in these rubrics to the expectations set by schools with undergraduate data science programs (e.g., Luther College, Smith College, University of Evansville, and University of San Francisco) further demonstrates the advanced content and expectations of the MSDS program at New College of Florida. For example, the programs at Luther College and Smith College require introductory computer science and statistics courses (as opposed to the advanced topics courses and computer programming prerequisite of the NCF MSDS program). The outcomes articulated for the undergraduate Data Science major at the University of San Francisco (which focus on application and analysis) are written at a lower cognitive level than the outcomes for the NCF MSDS program (with its evaluation and creation-focused outcomes).

Differentiated Requirements/Expectations for Undergraduates/Graduates in MSDS Courses
On rare occasions, exceptional fourth-year undergraduate students have been allowed in first-semester MSDS courses. In those cases, undergraduate students do not earn graduate-level credit for the courses.

While undergraduate students complete the same tasks and assignments as graduate students in those courses, the undergraduate students are held to lower expectations (identified as an "introductory" level of achievement on the course assessment rubrics). Instructors are also careful to not group undergraduate students with graduate students when completing course projects.

Undergraduate students in MSDS courses receive narrative evaluations (in accordance with the narrative evaluation system for all undergraduate courses). Graduate students earn grades.

MSDS program structured to include knowledge of the literature of data science

In addition to reading lists in course syllabi and course-level assessment of knowledge gained from this literature, the practicum experience provides an opportunity for students to synthesize learning across the knowledge base. The Director of the MSDS Program created a bibliography showing how each course introduces students to the seminal literature in data science, statistics, mathematics, and computer science.

MSDS program ensures engagement in appropriate professional practice and training

The MSDS Program has been intentionally designed to produce students who are ready for immediate employment and professional practice in data science. From its intended student learning outcomes to its project-based courses and fourth semester practicum requirement, the MSDS program prepares students to work as members of a data science team to solve real, sophisticated problems.

Even in first-year courses, students apply their learning to complete required group projects [example project assignment #1; #2]. These projects are assessed via faculty-developed rubrics within courses by faculty and, when appropriate, by students who have already completed the courses. By the end of the program, students complete a supervised semester-long practicum experience [syllabus] that requires them to work off-site as part of a data science team. Through a weekly log of activities, regular meetings with the faculty sponsor and a trained on-site supervisor [Consent to Train document], a self-evaluation, and a final report describing work completed, students gain appropriate professional practice and training. These skills are assessed through a Practicum Assessment Rubric according to the program's Practicum Assessment Guidelines.

To ensure students are engaged in appropriate professional practice, the MSDS program has developed corporate partnerships. These corporate partners, some of which are listed below, have provided datasets for analysis, project ideas, summer internships, and/or practicum placements for students to apply their learning:

Adgorithmics	CoreLogic	PropLogix
Akamai	Distilled Analytics	Prospect Bio
Allen Brain Institute	Divers Alert Network	Saatchi & Saatchi Wellness
Ancestry.com	Epic Systems	Sarasota Memorial Hospital
AventuSoft	Florence A. Rothman Institute	SiteSpect
Bank of America	Gracenote	Stantec
Bealls	Hughes Research Laboratories	Star2star
BlackRock Inc	Intergreen USA	Teachers Pay Teachers
Blue Cross Blue Shield	Leidos	Ultimate Software
Cienga Security	LexisNexis	United States Geological Survey
Clarifai	Lovelace Respiratory Research Institute	Vencore
Colchis Capital	Mind Research Institute	Voalte
Connections Media	NASA Langley Research Center	W20

The program is also structured in a way to strongly encourage students to complete paid internships after completing the first year of the program. For example, the 2017 entering cohort of students further developed their data science skills in the following summer of 2018 internship activities:

- Working at NOAA as a Data Science intern through Vencore, a defense contractor in DC
- Working at Cienaga Systems in AI research and software engineering
- Working as an Information Security Intern at Akamai in Fort Lauderdale
- Working on the Quality Assurance Project Plan for an EPA grant received by New College
- Working as an intern at a security start-up and contributing to open source stats software
- Working for Leidos in Huntsville, AL as a Robotics Engineering intern
- Working in Star2Star as a senior data analyst and data scientist
- Working at Epic Systems as an intern to predict diagnoses from doctors' notes
- Working at NASA Langley Research Center on 3D Printing Process Control via AI
- Working for CoreLogic in Irvine, CA as a Science and Analytics intern
- Working for Intergreen USA, a Dutch flower importing company, as an analyst
- Working with New College faculty on neural network optimization research
- Working as an intern for Distilled Analytics in Cambridge, MA
- Working for Adgorithmics as an intern on advertising optimization
- Working at The Allen Brain Institute in Seattle, WA on neural networks
- Working at Saatchi & Saatchi Wellness in New York, NY as a data science intern

Success of graduates

The success of MSDS graduates provides even more evidence that the program adequately prepares students for professional practice. As reported to the Governor of Florida [2017-18 Quarterly Reports]:

- 100% of the first cohort of graduates received job offers prior to, or immediately following, graduation at a median starting salary of $84,000. These students are all employed in the field of data science at companies such as Voalte, the Florence A. Rothman Institute, Gracenote, and Clarifai.

- All but one student from the second cohort of graduates found employment immediately following graduation. At a median salary of $75,000, these students began their careers at companies such as BlackRock, Distilled Analytics, LexisNexis, Stantec, and Prospect Bio. The remaining graduate enrolled in a physics Ph.D. program at Indiana University Bloomington.

Other notable accomplishments of MSDS students include:

- Students (Carlos Arias and Erin Craig) and Dr. David Gillman wrote an influential paper (*Predicting readmission risk from doctors' notes*) that was accepted at the Annual Conference on Neural Information Processing Systems. The paper was a product of a practicum experience completed with our partner, Florence A. Rothman Institute of Sarasota.

- Another student worked with an attorney in Miami on a project that led to the detection of suspected Medicaid fraud that is currently being investigated by the U.S. Attorney in North Carolina

Ensuring the rigor and quality of the MSDS program

MSDS faculty, working as the Graduate Curriculum Committee, maintain primary responsibility for the content, quality, and effectiveness of the MSDS curriculum. The following example evidence demonstrates how this is accomplished:

- Training Protocol for MSDS Faculty. This document informs faculty of the program's intended learning outcomes, expectations for student performance, and the alignment of program outcomes to curricular requirements. The protocol also informs faculty of their duties, which include teaching, the use of rubrics, and the creation of course and curriculum assessment documents.

- Practicum Assessment Guidelines. This document articulates expectations for student performance during the practicum experience. Expectations are set for the evaluation of technical skills, communication and reporting, and teamwork.

- Training Rubrics for Calibration Exercise. To ensure faculty are consistently assessing student performance, MSDS faculty assess a common set of student work using the program's rubrics. Any discrepancies in expectations are then discussed to improve scoring consistency.

- MSDS Faculty Meetings [October 2016 minutes]. MSDS faculty regularly discuss program curriculum and expectations for student performance.

- 2016-17, 2017-18, and 2018-19 Curriculum Assessment Reports. These year-end reports summarize program assessment results and present ideas for improvement.

Conclusion

Through an intentionally-designed curriculum that culminates in a semester-long practicum experience with a corporate partner, the New College of Florida Master of Science in Data Science degree program is structured to include knowledge of the literature of the discipline and to ensure appropriate professional practice and training. Through standard rubrics, assessment protocols, training of faculty and corporate supervisors, and annual assessment reports, faculty and the MSDS Program Director monitor the effectiveness of the program curriculum and structure. The success of MSDS graduates provides further evidence that the program provides an appropriate level of content and professional practice.

Supporting Evidence (in order of appearance)
1) Graduate Catalog 2) MSDS Application Website

3) MSDS website: course descriptions
4) Undergraduate program in applied mathematics
5) Undergraduate program in mathematics
6) Undergraduate program in computer science
7) Written work, oral presentation, visualization, teamwork, and the practicum experience rubrics
8) Undergraduate DS programs: Luther College, Smith College, University of Evansville, and University of San Francisco
9) Bibliography
10) Example project assignment #1
11) Example project assignment #2
12) Practicum Syllabus
13) Consent to Train document
14) Practicum Assessment Rubric
15) Practicum Assessment Guidelines
16) 2017-18 Quarterly Reports
17) *Predicting readmission risk from doctors' notes*
18) Training Protocol for MSDS Faculty
19) Practicum Assessment Guidelines
20) Training Rubrics for Calibration Exercise
21) MSDS Faculty Meetings [October 2016 minutes]
22) 2016-17 and 2017-18 Curriculum Assessment Reports

9.7: Program requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida defines and publishes requirements for its undergraduate and graduate degree programs in Catalogs and on the public ncf.edu website. These requirements follow a coherent rationale and conform to commonly accepted standards and practices for degree programs.

Published undergraduate program requirements

New College of Florida offers a single undergraduate degree, the Bachelor of Arts, with approximately 40 areas of concentration. All requirements for this degree and these concentrations are published in the Undergraduate General Catalog and visualized as pathways on the curriculum section of each concentration's webpage.

Graduation requirements for Bachelor of Arts degree

As listed in the Undergraduate General Catalog, the requirements to graduate with a bachelor's degree from New College of Florida are:

1. Seven satisfactory semester contracts
2. Three satisfactory Independent Study Projects (ISPs)
3. The satisfactory completion of 31 units (4-credit hour equivalent courses or ISPs)
4. The satisfactory completion of the Liberal Arts Curriculum requirements
5. Demonstrated competency in civic literacy
6. A satisfactory Baccalaureate Examination
7. A satisfactory Senior Project or Thesis

Each requirement is further explained in the Catalog (follow links listed above). For example, the Liberal Arts Curriculum (General Education program) requires students to complete 8 LAC courses (7 to expand disciplinary breadth; 1 diverse perspectives class) and demonstrate proficiency in mathematics and English language oral and written communication.

The requirements are also explained in other documents provided to students, such as the Liberal Arts Guidelines, the ISP Handbook, and through links published on the Navigating New College webpage. To help new students understand the requirements and expectations of NCF, the Office of Student Affairs and the Office of the Provost collaborate each semester to update and publish a document entitled, *Negotiating your Way to Success: Your First Semester at New College*.

These graduation requirements equate to 124 credit hours, including General Education credit hours, completed over at least seven semesters and three January-term Independent Study Projects. The senior project or thesis and baccalaureate exam, both explained in the Catalog, constitute a capstone assessment for the baccalaureate degree.

Requirements for each area of concentration (including special concentrations)
Within the Bachelor of Arts degree, students can choose to complete requirements for approximately 40 areas of concentration. As the General Catalog explains, students can choose to complete requirements for disciplinary concentrations, divisional concentrations, a general studies concentration, or a special program concentration. Students can also choose to complete a single concentration, a joint concentration (a combination of two or more disciplines), or a double concentration (completing the full requirements for two separate concentrations).

The Undergraduate General Catalog provides an overview, course of study, and list of required educational activities for each area of concentration. Requirements are stated for students who choose to complete a single concentration or a joint concentration in each field of study.

These program requirements also appear on each area of concentration's webpage. For example, the webpage for the Environmental Studies concentration displays the requirements for students intending to complete the concentration ("core requirements") or a joint concentration with another discipline ("joint disciplinary requirements").

To make these program requirements as clear as possible, faculty worked with staff from the Office of Institutional Research and Assessment staff during the summer of 2018 to develop *pathways* through each area of concentration. These pathways, also displayed on each program's section of the website, show a sample of how students can sequence the requirements of the program to ensure they graduate within four years (or within two years, for students transferring-in with an associate of arts degree).

As the webpage for the Environmental Studies concentration demonstrates (along with webpages for all areas of concentration), these pathways display not only the discipline-specific courses students must complete, but also the LAC (general education) and elective courses a student must take to earn the baccalaureate degree. Students meet regularly with their faculty advisors to track their progress in meeting requirements for their chosen area of concentration.

To assist with academic advising and help students plan their pathways, some areas of concentration have created checklists to fulfill their curricular requirements [Biology, Environmental Studies, and Psychology checklists]. NCF also employs a couple processes to ensure students complete all curricular requirements. The Provisional Area of Concentration Plan – completed by all students in their fifth semester – lists the courses and activities each student needs to complete to meet graduation requirements. This list of required educational activities is then updated in the sixth semester when students are required to submit a Thesis Prospectus / Area of Concentration Form signed by three faculty members.

Programs with exceptional requirements
While the majority of programs have similar Catalog listings (detailing prerequisite, introductory, and advanced courses and information about the senior project or thesis), a small number of programs have exceptional requirements:

- English. Before declaring a concentration in English, students must apply to the program. The Catalog description of the English concentration details expectations for successful applicants. An email from English faculty to students – and an application checklist – demonstrate what information is used to evaluate applications.

- Theater. Before the full area of concentration was approved to begin in 2019-20, it was not possible for a student to choose a single concentration in Theater; students were required to combine Theater with another discipline in a joint concentration. The Catalog explains this and lists requirements for the Theater component of a joint concentration.

- Finance. Similar to Theater, students can only choose Finance as part of a joint concentration.

- Special program concentration. The Catalog lists requirements for students to complete a special program of study not already represented as an area of concentration at New College of Florida. Working with faculty, students must provide a narrative description of the proposed program, a specific list of all activities that are required for program completion [sample Thesis Prospectus form for a special concentration]. If the special program is similar to programs offered by other undergraduate institutions, or if it implies preparation for particular graduate or professional programs, faculty expect the description to relate the program to these other programs.

Process to establish or update program curricular requirements

Undergraduate degree programs are reviewed by the Provost's Office through assessment and program review processes (discussed in response to SACSCOC Principle 8.2a). Through BOG Regulation 8.015, the Florida Board of Governors requires all academic programs to be reviewed on a 7-year cycle. As part of this process, programs evaluate their curricular requirements. For example, in the recently conducted program review for the Religion area of concentration both program faculty and an external disciplinary expert evaluated the curricular requirements. Based on the reflection and feedback generated by this program review, Religion faculty decided to focus on redesigning their introductory and capstone courses.

Faculty can update program curricular requirements as part of an annual assessment process. This process results in updated Catalog descriptions, four-year plans of study, and curriculum maps. As a recent example, the Mathematics area of concentration curricular requirements were revised as a result of 2018-19 assessment efforts.

The following table shows the changes made to the curricular requirements of the Mathematics area of concentration. In reviewing program assessment results, Math faculty concluded, "Written communication skill is one of the student outcomes we value. Currently this is a weak area for our students, and is not well addressed in our course requirements. We are also interested in developing our students' programming skills." In an attempt to improve in these areas, the program added an Advanced Linear Algebra course as well as a three-semester Math Seminar requirement.

Mathematics Curricular Requirements	
2017-18	2018-19
Calculus I-III	Calculus I-III
Linear Algebra	Linear Algebra + Advanced Linear Algebra
Differential Equations	Differential Equations
Abstract Algebra I-II	Abstract Algebra I-II
Real Analysis I-II	Real Analysis I-II
Complex Analysis	Complex Analysis
(Other courses encouraged)	3 semesters of Math Seminar
Thesis	Thesis

Faculty documented these changes and submitted them to the Office of the Provost for inclusion in the 2019-20 Undergraduate General Catalog. The Office of the Provost, then, worked with the Office of Marketing and

Communications to ensure the revised requirements were published on the Math Area of Concentration webpage. All curricular changes are reflected in updated Catalog and program webpages prior to the start of the academic year.

Conforming to commonly accepted standards and practices
The College's academic programs conform to commonly accepted standards and practices that govern the twelve institutions of the State University System of Florida. When special considerations are made for New College of Florida's unique honors-based mission, those considerations are written into regulation.

As an example, Florida Board of Governors Regulation 6.017(3) Criteria for Awarding the Baccalaureate Degree grants New College of Florida an exception to the 120-credit hour requirement for baccalaureate degrees:

> *At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.*

As another example, Florida Board of Governors Regulation 8.010(10) exempts New College of Florida from the state's "common prerequisites" policy:

> *New College of Florida is exempt from the requirements of this regulation due to the unique nature of its curriculum and its special mission to create innovative, highly personalized educational experiences. The College does not use common course codes or have common prerequisites, but is responsible for continuing to work towards smooth transition for transfer students by including transfer information with the published ACC-approved common prerequisite information.*

These exceptions are made for New College of Florida because of its special status as the state's designated honors college.

Published graduate program requirements (Master of Science in Data Science)

Requirements and policies related to NCF's single graduate degree program – the Master of Science in Data Science – are articulated in the Graduate Program Catalog.

Appropriate number of semester hours
The Graduate Catalog clearly states the 36-credit hour requirement, the 3.0 or higher cumulative GPA requirement, and descriptions for the eleven courses and full-semester practicum experience required for program completion. Based on a cohort model, the courses have been designed and sequenced in a coherent course of study appropriate to higher education.

The Graduate Program Admissions section of the Graduate Catalog lists admissions requirements, including the prerequisite linear algebra course and programming proficiency.

These requirements are also displayed on the Data Science program webpages.

Conclusion

Via an Undergraduate Catalog, Graduate Catalog, and program webpages, New College of Florida publishes defined requirements for its undergraduate and graduate degree programs. The requirements conform to standards of the Florida State University System.

Supporting Evidence (in order of appearance)
1) Undergraduate General Catalog
2) Sample of three program webpages
3) requirements to graduate with a bachelor's degree from New College of Florida
4) Catalog: contracts
5) Catalog: Independent Study Projects
6) Faculty Handbook: 4-credit hour equivalent courses or ISPs
7) Catalog: Liberal Arts Curriculum
8) Catalog: competency in civic literacy
9) Catalog: Baccalaureate Examination
10) Catalog: Senior Project or Thesis
11) Liberal Arts Guidelines
12) ISP Handbook
13) Navigating New College webpage
14) *Negotiating your Way to Success: Your First Semester at New College*
15) General Catalog
16) Undergraduate General Catalog overview, course of study, and list of requirements for each area of concentration
17) Webpage for the Environmental Studies concentration
18) Area of concentration pathways
19) Biology, Environmental Studies, and Psychology checklists
20) Provisional Area of Concentration Plan
21) Thesis Prospectus / Area of Concentration Form
22) English AOC: expectations for successful applicants
23) English AOC: email from English faculty to students
24) English AOC: application checklist
25) 2018-19 Catalog: combine Theater with another discipline in a joint concentration
26) 2018-19 Catalog: Finance - students can only choose Finance as part of a joint concentration
27) Catalog: requirements for students to complete a special program
28) Special concentration: example Thesis Prospectus form
29) BOG Regulation 8.015
30) Program Review example - Religion
31) BOG Regulation 6.017(3) Criteria for Awarding the Baccalaureate Degree
32) BOG Regulation 8.010(10)
33) Graduate Catalog
34) Graduate Program Admissions section of the Graduate Catalog

Section 10: Educational Policies, Procedures, and Practices

10.1: Academic policies

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

The academic policies published, implemented, and disseminated by New College of Florida (NCF) reflect the institutional mission and accurately represent institutional programs and services. Faculty play a substantive role in the development, approval, and revision of these policies to ensure consistency with good educational practice.

Published policies

To ensure students, faculty, and other interested parties have access to information about NCF's academic program, the College publishes academic policies in multiple locations. While academic policies are published *en masse* in the Undergraduate General Catalog, Graduate Catalog, and Faculty Handbook, academic policies are also published in useful sections of the institutional website (e.g., the Registrar's "For Current Students" section of the website includes registration, leave of absence, and withdrawal policies).

The table on the following page lists academic policies and identifies where each policy is published. To ensure the policies are accessible and to help prospective and current students comprehend these policies, NCF often publishes supplemental information on the institutional website. When applicable, these supplemental documents are also identified in the following table.

Academic Policies	Where each policy is published			
	Undergraduate Catalog	Graduate Catalog	Faculty Handbook	Supplemental Material Published Online
Degree Completion Requirements				
Baccalaureate degree requirements	p. 91	N/A	Section 6.2 (p. 95)	Degree requirements page
Liberal Arts Curriculum requirements	pp. 91-92	N/A	Sect. 6.2.1 (p. 95)	LAC Guidelines
Academic contracts	pp. 92-94	N/A		Negotiating New College
Independent Study Projects	pp. 94-96	N/A	Sect. 6.8 (p. 106)	ISP Handbook
AOC / thesis prospectus	pp. 96-97	N/A	Sect. 6.15 (p. 113)	
Senior thesis or project	pp. 98-102	N/A	Sect. 6.17 (p. 115)	Thesis Guidelines webpage
Baccalaureate examination	pp. 102-103	N/A	Sect. 6.18 (p. 116)	Bacc. Exam webpage
Academic program requirements	pp. 11-62	pp. 21-24		AOC webpages & Data Science Curriculum
Grading Policies				
Narrative evaluations	p. 93-94	N/A	Sect. 6.5.1 (p. 102)	NCF Explanation Letter
Guidelines for student evaluations		N/A	Sect. 6.25 (p. 122)	
Contract certification	p. 94	N/A	Sect. 6.5.4 (p. 103)	
Graduate grading system		p. 24		
Academic Standing				
Review, probation, dismissal	pp. 111-112		Sect. 6.5.5 (p. 104)	
Academic leave	pp. 106-107	pp. 25-26	Sect. 6.10 (p. 109)	
Emergency leave	pp. 107-109	pp. 26-27	Sect. 6.11 (p. 111)	"For Current Students" page
Withdrawal	pp. 109-110	pp. 28-29	Sect. 6.12 (p. 112)	
Readmission	p. 112	p. 25	Sect. 6.13 (p. 112)	Registrar Readmission page
Off-campus study	pp. 104-106	N/A	Sect. 6.14 (p. 113)	
Other academic policies				
Syllabi requirements			Appendix 3	
Academic dishonesty	pp. 113-114	pp. 45-46	Sect. 6.20 (p. 118)	NCF Reg 6-3005(7) & Plagiarism Booklet

Each cell provides section and/or page numbers to locate policies within the documents linked in the column headers

Process to develop, approve, and revise policies

Faculty play a substantive role in the development, approval, and revision of academic policies.

Policy approval and revision happens primarily through monthly faculty meetings. As stated in Section 3.2 of the Faculty Handbook, "Faculty meetings are the legislative assembly of the New College Faculty." At these meetings, faculty discuss, review, and propose revisions to academic policies.

A quick look through minutes from recent faculty meetings provides examples of the development, revision, and adoption of academic policies:

- Minutes from a September 2018 faculty meeting document the discussion and recommendation of a change to the Faculty Handbook to reflect a new Civic Literacy Requirement mandated by the Florida Board of Governors.

- Minutes from a February 2018 faculty meeting document the discussion and approval of a revision to the student evaluation policy to clarify "preemptive unsatisfactory" designations. These minutes also document the discussion of a revision to the deadlines for the Independent Study Project.

- Minutes from a December 2017 faculty meeting document the discussion and approval of a revision to the Liberal Arts Curriculum (General Education) guidelines in section 6.2.1 of the Faculty Handbook to allow for credit-by-exam. Following approval, the Faculty Handbook was updated for the 2018-19 academic year.

- Not every revision is approved by faculty. For example, minutes from a January 2017 faculty meeting document how faculty tabled three motions to modify the academic leave, emergency leave, and academic dishonesty policies in the Faculty Handbook.

The faculty have also formed standing faculty committees to review and revise policies. These committees, described in the Faculty Handbook, include:

- The Academic Administrative Council (AAC). Consisting of the Provost, Faculty Chair, and Academic Division Chairs, the AAC is charged with overseeing the administration of the academic program and the relationship of the academic program to its support groups. As noted in the AAC's charge, "Significant changes in policy, programs, rules, and procedures are to be made only after consultation with the faculty."

- The Educational Policy Committee (EPC). Comprised of six faculty (two from each academic Division) and three students, the EPC is charged with considering all matters affecting the academic program (curriculum, policy, and personnel) and making reports and recommendations concerning policy and programs to the faculty. The EPC also serves as the internal program review committee, accepting academic program curricular changes. Minutes from a February 2019 EPC meeting show the committee working through potential changes to the institutional Liberal Arts Curriculum requirements.

- The Student Academic Status Committee (SASC). Comprised of three faculty (one from each academic Division) and two students, the SASC is charged with suggesting to the EPC "desirable policy changes regarding the academic status of students."

When policies are revised, Chapter VII of the Faculty Handbook explains how the Faculty Handbook is amended:

At the end of every academic year, the Provost shall update the Faculty Handbook. The amendments to this document are to be consonant in style with the document. In addition, each amendment shall be dated and the page number of each amendment will consist of the number of the amended section of the Handbook, plus a letter of the alphabet indicating the number of the amendment to this section. (Thus, the first amendment to a section will be labeled "A," the second will be labeled "B," and so on.) Amendments will be grouped together according to Chapter and Section.

Section 1.2.1 of the Faculty Handbook provides further detail:

At the end of each Academic Year, the Office of the Provost collects the official actions of the faculty affecting the matters contained in the Handbook. The Provost sees that these actions become part of the Handbook

The Provost has overall editorial responsibility for the Handbook.

The incorporation of new faculty actions and other revisions can take the form of an insert distributed by the Office of the Provost no later than the September faculty meeting of each academic year. However, at intervals not to exceed four years, the entire Handbook shall be revised by the Provost, with actions and revisions to date incorporated into the text. The Provost is responsible for bringing the revisions to the faculty or appropriate standing committees of the faculty for additional discussion and resolution as required.

Changes to the College academic program shall be made only in consultation with the teaching-and-research faculty of the College, which shall be given the opportunity to discuss any proposed change in a Faculty Meeting and respond to the proposal with a yes-or-no vote prior to its adoption. Before any revisions to the current version are adopted, full consideration shall be given to the vote of the faculty.

As evidenced by a May 2018 email from the Office of the Provost, the Provost contacts administrative staff and faculty committee chairs each year to request updates to the Undergraduate General Catalog. Changes are made to ensure consistency with any policies adopted or modified by the faculty.

The Coordinator of our single graduate program – the Master of Science in Data Science – coordinates changes to the Graduate Catalog in close consultation with program faculty and the Director of Data Science.

Evidence of academic policy implementation

The following sample evidence demonstrates institutional academic policies are implemented as written:

- Degree Completion Requirement Policies

  As discussed in response to SACSCOC Principle 9.3 (General Education requirements), the completion of institutional Liberal Arts Curriculum requirements is monitored and evaluated through a standard report in our Student Evaluation System. A sample LAC Progress Report demonstrates the LAC requirements are enforced, as written in Section 6.2.1 of the Faculty Handbook, on pages 91-92 of the Undergraduate General Catalog, and in the LAC Guidelines document.

  As provided in response to SACSCOC Principle 9.1 (Program Content), a sample Provisional Area of Concentration Plan and Thesis Prospectus/Area of Concentration form demonstrate the policies

articulated in Section 6.15 of the Faculty Handbook and on pages 96-97 of the Undergraduate General Catalog are implemented properly.

A sample Baccalaureate Examination Report, discussed in response to SACSCOC Principle 8.2b (Student outcomes: general education), provides evidence of the implementation of the Baccalaureate Examination policy stated in Section 6.18 of the Faculty Handbook (and pp.102-13 of the Undergraduate General Catalog).

- Grading Policies

  Sample narrative evaluations – two for students who satisfied course requirements and another two samples for students who "unsatted" courses – provide evidence of the implementation of the narrative evaluation policy for undergraduate students (stated in Section 6.5.1 of the Faculty Handbook and on pages 93-94 of the Undergraduate General Catalog).

  A sample transcript from a student completing the Master of Science in Data Science program clearly lists the grades earned, in accordance with the Graduate Grading Policy listed on page 24 of the Graduate Catalog.

- Academic Standing Policies

  As stated in section 6.12 of the Faculty Handbook, "A student may officially withdraw from New College by completing a withdrawal form from the Registrar' Office. To be eligible for a 100% refund of tuition and fees charged, you must withdraw prior to, or during, the second week of classes of a given semester." Page 109 of the Undergraduate General Catalog provides additional information about this requirement. A signed, redacted sample withdrawal request form, in summarizing the step-by-step withdrawal process, provides evidence of the implementation of this policy.

  Similarly, a signed, redacted sample Declaration for Leave of Absence form demonstrates the policy outlined in Section 6.10 of the Faculty Handbook (and pp.106-17 of the Undergraduate General Catalog) are implemented as written.

- Other Academic Policies

  The Policy on Course Syllabi was originally drafted and approved by both the Academic Administrative Council and the Educational Policy Committee in 2008. Arbitrarily chosen syllabi – one for Descriptive Astronomy and the other for Chinese History to 1800 – demonstrate the implementation of this policy. The syllabus components required by the policy have been highlighted in these sample syllabi.

  Documents from an academic dishonesty case in 2015 provide evidence of the implementation of NCF's academic dishonesty policy. A letter from the Provost provides documentation of a student who was found to have plagiarized papers in multiple courses. The Provost's letter cites the "Procedures on Academic Dishonesty" policy articulated in Section 6.20 of the Faculty Handbook and asks for input from the faculty. Based on this input and in accordance with institutional policy, the Provost sent a dismissal letter to the student.

  Documents generated by the Student Academic Status Committee (SASC) provide further evidence of policy implementation. Notes from a January 2019 SASC meeting demonstrate the committee reviewed students (listed on a color-coded spreadsheet) and made recommendations. Following the appeals process, the SASC notified a student that the student would be placed on academic probation. In this notice, the SASC informs the student of minimum requirements to satisfy conditions of probation and offers recommendations for the student to improve academically.

Policies pertaining to special programs

New College of Florida does not currently have distance education programs, courses delivered at off-campus sites, branch campuses, dual enrollment, or competency-based educational programs.

Conclusion

In addition to publishing academic policies in the Undergraduate General Catalog, Graduate Catalog, and Faculty Handbook, New College of Florida provides supplemental information on its website to facilitate accessibility. The policies reflect the institutional mission (e.g., narrative evaluations) and accurately represent institutional programs and services. Through faculty committees and monthly faculty meetings, faculty play a substantial role in the review, revision, and adoption of academic policies. Evidence of policy implementation has been provided.

Supporting Evidence (in order of appearance)
1) Registrar's "For Current Students" section of the website
2) Undergraduate General Catalog (2018-19)
3) Graduate Catalog (2018-19)
4) Faculty Handbook (2018-19)
5) Degree requirements page
6) LAC Guidelines
7) Negotiating New College
8) ISP Handbook
9) Thesis Guidelines webpage
10) Bacc. Exam webpage
11) AOC webpages
12) Data Science Curriculum
13) NCF Explanation Letter
14) "For Current Students" page
15) Registrar Readmission page
16) NCF Regulation 6-3005(7)
17) Plagiarism Booklet
18) Section 3.2 of the Faculty Handbook
19) Minutes from a September 2018 faculty meeting
20) Minutes from a February 2018 faculty meeting
21) Minutes from a December 2017 faculty meeting
22) Minutes from a January 2017 faculty meeting
23) Minutes from a February 2019 EPC meeting
24) Section 1.2.1 of the Faculty Handbook
25) May 2018 email from the Office of the Provost
26) sample LAC Progress Report
27) sample Provisional Area of Concentration Plan and Thesis Prospectus/Area of Concentration form
28) sample Baccalaureate Examination Report
29) Narrative Evaluation: students who satisfied course requirements
30) Narrative Evaluation: students who did not satisfy course requirements
31) sample transcript from a student completing the Master of Science in Data Science program
32) sample withdrawal request form
33) sample Declaration for Leave of Absence form
34) Policy on Course Syllabi
35) Sample Syllabus 1
36) Sample Syllabus 2
37) Academic Dishonesty: Provost's Letter
38) Academic dishonesty: Provost's dismissal letter
39) SASC Meeting Notes: January 2019
40) Academic Probation letter from SASC

10.2: Public information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through the consumer information page of the institutional website, other webpages, and printed documents, New College of Florida publishes readily-available information on academic calendars, grading policies, cost of attendance, and refund policies.

Academic calendars

The Office of the Registrar publishes approved undergraduate and graduate academic calendars for the previous year, the current year, and the following year on its public webpage. Through a link on that page, anyone can subscribe to the academic calendar and view important dates and deadlines in their preferred calendar application. A link to the 2019-20 undergraduate and graduate academic calendars demonstrates what information appears on the calendar.

The public can access the academic calendars through a link to the academics section of the New College website. The current year's graduate academic calendar is also posted at the end of the Graduate Catalog.

Grading policies

With the belief that detailed, holistic feedback on student performance – as well as suggestions for improvement and further study – are conducive to learning, NCF faculty evaluate undergraduate student performance through narrative evaluations; not traditional letter grades. This system is explained to new students through a document entitled, *Negotiating Your Way to Success: Your First Semester at New College*, which is published online.

In a section describing the New College academic contract system, the Undergraduate General Catalog provides policies related to the narrative evaluation system faculty use to evaluate student performance. This section also includes policies related to incomplete evaluations. A general description of narrative evaluations is provided in the academics section of the NCF website.

The Faculty Handbook also describes the student evaluation process in section 6.5.1 and appendix 5.

Both the Undergraduate General Catalog and the Faculty Handbook are published online and available to the public.

The Master of Science in Data Science program *does* evaluate students using traditional letter grades. This is explained in a New College of Florida Graduate Grading System section of the Graduate Catalog.

Cost of attendance

Cost of attendance information is published online and available to the public. From the admissions section of the NCF website, the public can access the following information:

- Tuition and Fees webpage
  - Net price calculator
- Tuition and Fee schedule, including a detailed description of fees
- Financial Aid Information
  - Applying for financial aid
  - Scholarships and the Tuition Exchange Award
  - Loans
  - Grants
  - Work Study Information
  - Special Circumstances for Waiver/Exemption
- Additional Resources, including
  - Payment Worksheet
  - Excess Hour Surcharge explanation

Much of this information is also available through the financial information page of the Consumer Information section of the NCF website.

The Undergraduate General Catalog also includes a section entitled, *Paying for a New College Education*. This section includes information on tuition and fee assessment; housing and meal fees; special fees, fines, penalties and the excess hour surcharge; and financial aid programs and opportunities.

The Graduate Catalog includes information on tuition and fee assessment registration; financial aid programs; and detailed registration and fee assessment policies.

Refund policies

Refund policies appear in the Undergraduate General Catalog and the Graduate Catalog, both of which are publicly available online.

The Undergraduate General Catalog includes information on:

- Partial Refund of Fall Housing Fees
- Withdrawal and Tuition Refunds
- Tuition & Fee Assessment and Refund Policies
- Refund of Tuition and Fee Payment
- Cancellation of the ISP and ISP refunds

The *Withdrawal* and *Withdrawal and Tuition Refunds* sections of the Graduate Catalog point students to a later section entitled *Refund of Tuition and Fee Payment* where refund policies are fully explained.

Disseminating policies to new students

To ensure new students are not completely overwhelmed by the more unique aspects of the College (e.g., the contract system, narrative evaluations, mini classes, Independent Study Projects), the Offices of Academic Affairs and Student Affairs publish two helpful documents:

- Negotiating your Way to Success: Your First Semester at New College. This document guides students through contract negotiation, mini classes, Liberal Arts Curriculum requirements, and

contract certification during their initial semester at NCF. The document also answers frequently asked questions.

- Program Glossary. This document defines fundamental terms, acronyms, and policies for New College of Florida.

Many academic policies are also available as links from the Consumer Information webpage on the institutional website. Each semester, the Registrar emails students [Fall 2018 and Spring 2019 emails] a notice of the information available on the Consumer Information section of the website.

Disseminating policies to students: distance education, off-site, or other modes of delivery

New College of Florida does not currently offer distance education programs, programs at off-site locations, or competency-based programs.

Conclusion

Through Undergraduate and Graduate Catalogs, a consumer information section of the website, and sections of the website devoted to admissions, financial aid, and academics, New College of Florida makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Supporting Evidence (in order of appearance)
1) Consumer information page of the institutional website
2) Undergraduate and graduate academic calendars on Registrar webpage
3) 2019-20 undergraduate and graduate academic calendars
4) Academics section of the New College website
5) Graduate Catalog – academic calendar
6) *Negotiating Your Way to Success: Your First Semester at New College*
7) Undergraduate General Catalog – Academic Contract and Student Evaluation
8) General description of narrative evaluations is provided in the academics section of the NCF website
9) Faculty Handbook – student evaluation process
10) New College of Florida Graduate Grading System section of the Graduate Catalog
11) Tuition and Fees webpage
12) Net price calculator
13) Tuition and Fee schedule
14) Detailed description of fees
15) Financial Aid Information
16) Applying for financial aid
17) Scholarships and the Tuition Exchange Award
18) Loans
19) Grants
20) Work Study Information
21) Special Circumstances for Waiver/Exemption
22) Additional Resources
23) Payment Worksheet
24) Excess Hour Surcharge explanation
25) Financial information page of the Consumer Information section of the NCF website
26) *Paying for a New College Education*
27) Graduate Catalog – tuition and fee assessment
28) Undergraduate General Catalog refund policies
29) Graduate Catalog refund policies
30) Negotiating your Way to Success: Your First Semester at New College
31) Program Glossary
32) Consumer Information webpage
33) Fall 2018 and Spring 2019 Consumer Information notice emails from the Registrar

10.3: Archived information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida ensures former and returning students have access to archived copies of both the Undergraduate General Catalog and Graduate Catalog by posting them online.

Location and archival process

The Office of the Provost maintains the Undergraduate General Catalog; the Data Science Program maintains the Graduate General Catalog. When new versions of the Catalogs are finalized, coordinators for both offices upload the new Catalogs to the website. Archived copies of the Catalogs remain online with clear labels indicating which years they were in effect.

Links to electronic archived copies of the Undergraduate General Catalog, dating back to 2014, are published on the advising-focused Navigating New College section of the NCF website. Older copies, dating back to 2001, are maintained by the Office of the Provost. Library archives go further back (including *New College Bulletins* from 1966-1975, *New College of USF Catalogs* from 1980-84, and NCF *General Catalogs* from 1985-1997). Students who need access to these older Catalogs are informed to contact the Office of the Provost or the Registrar (depending on the publication date of the Catalog they wish to request).

All Graduate Catalogs are archived online. Electronic copies are maintained by the Data Science Program Coordinator and published on the Data Science webpage.

Archived course descriptions, for both undergraduate and graduate courses, are maintained by the Office of the Registrar and available to the public through the online course registration system [sample descriptions of courses offered Spring 2018].

Catalog updates

The Office of the Provost is responsible for updating the Undergraduate Catalog. Throughout the academic year, the Provost's Office continuously edits a draft version of the Catalog as curricular requirement changes or policy changes are approved. At the end of the academic year, the Provost's Office sends an email to all faculty and staff with a request for edits to the Catalog for the upcoming year [2017, 2018, and 2019 Calls for Catalog Edits]. Based on those edits, the Catalog is published August 1 each year.

The Data Science Program Coordinator is responsible for updating the Graduate Catalog. As an example, an April 27, 2017 email from the Coordinator indicates that the Catalog will be updated based the outcome of a graduate program meeting. Since the graduate program is only three years old, the Graduate Catalog has not undergone many changes.

Conclusion

New College of Florida ensures recent archived copies of catalogs are available online, with older archives available upon request. The Catalogs display degree requirements for each academic program. Course descriptions – not published in the Catalog but available in the online course registration system – are maintained by the Office of the Registrar.

Supporting Evidence (in order of appearance)
1) Navigating New College webpage 2) Students who need access to these older Catalogs are informed to contact the Office of the Provost or the Registrar 3) Data Science webpage 4) Descriptions of courses offered Spring 2018 5) June 22, 2017 Call for Catalog Edits 6) April 27, 2017 email from the Coordinator

10.4: Academic governance

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF), operating under a shared governance model, places primary responsibility on faculty for the content, quality, and effectiveness of its academic program curriculum, as well as the approval of academic programs. The authority of faculty in academic and governance matters is published in the Faculty Handbook, and examples of this authority are demonstrated through minutes of faculty meetings and faculty committee meetings.

(a) NCF publishes and implements policies on the authority of faculty in academic and governance matters

Shared governance model

Section 2.1 of the Faculty Handbook describes the governance of NCF, noting that the faculty support the concept of Shared Governance:

> *"Shared Governance" is the participation of administrators, faculty, staff and students in the decision- and policy-making process. The purpose of shared governance is to provide avenues to College improvement and productivity through the creation of a partnership based on mutual respect and collaboration. Such shared responsibility entails working toward mutual goals established by a fully enfranchised College community and therefore collaborative participation in:*
>
> - *the identification of College priorities,*
> - *the development of policy,*
> - *defining the College's responsibility for ethical leadership, enhanced community partnerships, and*
> - *the governance of the College as a whole.*

The implementation of this shared governance concept is evidenced by:

i) The development of institutional planning documents, such as the 2016 Growth Proposal and the 2018-28 Strategic Plan. As described in response to SACSCOC Principle 7.1 (Institutional Planning), faculty, staff, and students participated in numerous planning sessions to identify College priorities and set performance goals.

ii) The development of academic and non-academic policies. As described later in this section, faculty develop and approve academic policies at monthly faculty meetings. These policies are informed by faculty and staff on institutional committees and, when resulting in a change to an institutional regulation, are approved by the NCF Board of Trustees.

iii) The quarterly Town Halls hosted by the President and Provost, in which students, faculty, and staff are invited to learn about and discuss issues facing the College. As agendas and notes from these Town

Halls demonstrate, the campus community discussed planning and performance issues, resulting in a list of tactics to be employed to increase student recruitment and retention.

Faculty authority in academic matters

When it comes to academic matters, faculty responsibility is primary. The Leadership and Governance section of the website informs the public that "faculty meetings are the legislative assembly of the New College faculty," and that:

> *The concerns of the legislative assembly of the New College Faculty over academic matters include but are not limited to:*
>
> - *curriculum policy and structure;*
> - *degree requirements;*
> - *requirement for granting of degrees;*
> - *policies concerning student recruitment, admission and retention;*
> - *faculty rights and obligations;*
> - *the development, curtailment, discontinuance and reorganization of academic programs*
> - *appointment, retention, promotion and tenure of faculty;*
> - *academic governance and the procedures therefore;*
> - *student evaluation policies; and*
> - *other traditional matters of academic concern.*

This is echoed by introductory sections of the Faculty Handbook, which define it as "an authoritative source in such matters as… academic governance including organization of the faculty and its committees…." These introductory sections also state that the Provost is responsible for updating the Faculty Handbook to reflect official faculty actions, and that:

> *Changes to the College academic program, including those matters as specified in Chapter 6, Sections 6.1-6.9, and 6.14-6.20 of the Faculty Handbook shall be made only in consultation with the teaching-and-research faculty of the College, which shall be given the opportunity to discuss any proposed change in a Faculty Meeting (as specified in Section 3.2 of the Faculty Handbook) and respond to the proposal with a yes-or-no vote prior to its adoption. Before any revisions to the current version are adopted, full consideration shall be given to the vote of the faculty.*

This statement, which is also published as Article 5.5 of the Collective Bargaining Agreement with the United Faculty of Florida (UFF CBA), clearly indicates that NCF faculty have authority over NCF's academic program (represented by Chapter 6 of the Faculty Handbook). The preamble of the UFF CBA also explains the role of faculty in governance:

> *The parties further acknowledge the desirability and importance of a collegial governance system for, and by, the faculty in areas of academic concern, through faculty meetings and faculty committees. The New College Faculty regularly holds formal meetings each month during the academic year, and it is understood that these faculty meetings are the legislative assembly of the New College Faculty. The College has the ability, through its Provost, to bring appropriate matters of concern of its President and its administration to such faculty meetings. The parties accept the distinct responsibilities of the New College Faculty as a legislative assembly, and understand that its role concerning academic matters and affairs exists separately and apart from the UFF as the bargaining representative for matters of compensation, hours of work and working conditions.*

Among matters which may be of concern to the legislative assembly of the New College Faculty include but are not limited to: (a) curriculum policy and curricular structure, (b) requirements and granting of degrees, (c) policies concerning student recruitment, admission, and retention, (d) faculty rights and obligations (e) development, curtailment, discontinuance, or reorganization of academic programs; (f) appointment, retention, promotion, and tenure of faculty; (g) academic governance and the procedures therefore; (h) student evaluation policies, and (j) other matters of traditional concern. It is recognized that such matters are the concern of the legislative assembly of the New College Faculty, subject to State Legislation, the fiduciary responsibilities of the Board, and the terms of this Agreement.

Chapter 3 of the Faculty Handbook articulates the organization of the faculty, describing faculty meetings and summarizing the charges of various faculty committees charged with reviewing and proposing educational policy. These committees include:

- The Academic Administrative Council (AAC). Consisting of the Provost, Faculty Chair, and Academic Division Chairs, the AAC is charged with overseeing the administration of the academic program and the relationship of the academic program to its support groups. As noted in the AAC's charge, "Significant changes in policy, programs, rules, and procedures are to be made only after consultation with the faculty."

- The Educational Policy Committee (EPC). Comprised of six faculty (two from each academic Division) and three students, the EPC is charged with considering all matters affecting the academic program (curriculum, policy, and personnel) and making reports and recommendations concerning policy and programs to the faculty. This includes matters such as long-range academic program planning, faculty line allocations, and educational policy. The EPC also serves as the internal program review committee, reviewing existing academic programs and considering new academic programs for acceptance.

- The Faculty Appointments and Status Committee (FASC). Comprised of three faculty (one from each academic Division), the FASC recommends action on faculty rules and regulations, conducts committee elections, and carries out the faculty's evaluation of the President and the Provost.

- The Student Academic Status Committee (SASC). Comprised of three faculty (one from each academic Division) and two students, the SASC is charged with suggesting to the EPC "desirable policy changes regarding the academic status of students."

- The Provost's Advisory Committee (PAC). The PAC conducts reviews of tenured and tenure-earning faculty, reviews requests for leave by regular faculty, and makes recommendations to the Provost for faculty promotion, retention, and tenure.

- The Faculty Planning and Budget Committee (FPBC). Consisting of three tenured faculty members and four non-voting members – the Chair of the Faculty, the Provost, the Vice President for Finance and Administration, and the Associate Vice President of Finance – the FPBC advises the President and communicates with faculty and staff on all matters related to the College's budget, including procedures for determining budget allocations, and long-term budget planning.

Both the Faculty Handbook and the Collective Bargaining Agreement are published on the *Resources for Faculty* section of the website maintained by the Office of the Provost.

Evidence of the implementation of policies on the authority of faculty in academic and governance matters

In addition to the implementation of academic program reviews discussed below, the implementation of policies on the authority of faculty in academic and governance matters is evidenced by:

- Minutes from faculty meetings (which are available to NCF faculty on the institutional website):
  - Minutes from a December 2012 faculty meeting document the discussion and adoption of a new Diverse Perspectives requirement for the Liberal Arts Curriculum (General Education) program.
  - Minutes from a December 2017 faculty meeting document the discussion and approval of a revision to the Liberal Arts Curriculum (General Education) guidelines in section 6.2.1 of the Faculty Handbook to allow for credit-by-exam. Following approval, the Faculty Handbook was updated for the 2018-19 academic year.
  - Minutes from a February 2018 faculty meeting document the discussion of "preemptive unsatisfactory" designations and a revision to the deadlines for Independent Study Projects.
  - Minutes from a March 2018 faculty meeting document the discussion of changes to the Independent Study Project policy and rules governing faculty exemptions from committee service.
  - Minutes from a September 2018 faculty meeting document the discussion and recommendation of a change to the Faculty Handbook to implement a new Civic Literacy Requirement mandated by the Florida Board of Governors.
  - Demonstrating that not every proposed policy revision is approved by faculty, minutes from a January 2017 faculty meeting document how faculty tabled three motions to modify the academic leave, emergency leave, and academic dishonesty policies in the Faculty Handbook.
- Minutes from AAC (Administrative Academic Council) meetings:
  - August 2017 AAC minutes show the discussion of faculty search committees, program reviews, new faculty orientation, and faculty committee issues.
  - July 2018 AAC minutes show the discussion of strategic planning, the implementation of a new civic literacy assessment requirement, the implementation of the e-contract system, and the implementation of a class attendance system.
  - January 2019 AAC minutes show the review of an admissions appeal and discussion of the implementation of a final exam schedule.
- Minutes from EPC (Educational Policy Committee) meetings. Arbitrarily choosing minutes from February 2019 EPC meetings demonstrate:
  - February 13: EPC committee members discuss plans for faculty line allocations for the 2019-20 academic year.
  - February 20: EPC members followed-up on their discussion of line allocations and outlined upcoming agenda items, such as proposals for new academic areas of concentration.
  - February 27: EPC members discussed options for students to petition for their Independent Study Project registration to be associated with Spring (rather than the typical Fall term) to accommodate international exchange programs.

(b) Approval of educational programs consistent with institutional policy

NCF offers a single Bachelor of Arts degree with approximately 40 disciplinary and interdisciplinary areas of concentration, along with a single graduate degree, the Master of Science in Data Science degree. Keeping in alignment with the fact that faculty hold primary responsibility for academic matters, faculty approve educational programs offered at NCF.

In an effort to ensure new academic programs are "of the highest quality and are aligned with the Board of Governors and university strategic plans," Florida Board of Governors Regulation 8.011 outlines criteria and administrative processes to authorize new academic degree programs. The Regulation also requires each institution's Board of Trustees to adopt policies for the approval and implementation of areas of concentration. NCF's policy is articulated in NCF Regulation 4-2005: Degree Program Planning and Approval.

This regulation outlines the following process to explore, plan, and approve new academic degree programs:

i) The Provost, in consultation with faculty, determines new degree programs to explore for implementation over the next three years

ii) Proposed new degree programs are reviewed by the Vice President for Finance and Administration and the Provost and a recommendation is made to the President.

iii) The President determines whether to recommend the new program to the Board of Trustees for approval.

iv) Within four weeks of approval, NCF notifies the Florida Board of Governors in writing.

In establishing this process, the regulation also outlines criteria for program approval (such as alignment with the institutional mission, projected enrollment, the development of a program budget, projected benefits to the College, community, and state; a plan to achieve a diverse student body in the program, sufficiency of resources, and a coherent curriculum with intended student learning outcomes).

Example of policy implementation: Creation of the Master of Science in Data Science program

The *2013-17 Four Year Plan for New College* called for the addition of a small number of master's programs to supplement and enhance the College's baccalaureate degree program. In response to student demand, the hiring of faculty with expertise in the area, and local industry demand for more data scientists in southwest Florida, the Provost began exploring the addition of a master's degree in data science.

In January 2014, NCF faculty held a retreat to further explore the idea and to generate a list of questions about the proposed addition of a master's program in data science. An agenda for a May 2014 working group of 25 faculty and staff members demonstrates the working group's focus on meeting the criteria established by the institutional regulation. For example, the agenda shows the group created working subgroups to explore student learning outcomes, budgeting, and curricula offered by other institutions with similar programs. The budgeting committee met with the Vice President for Finance and Administration throughout the summer to develop an initial program budget and to develop a legislative budget request for the development of the program.

The final proposal to initiate the Master of Science in Data Science program was recommended to the President who, in turn, recommended the program to the Board of Trustees for approval. Minutes from the August 28, 2014 Board of Trustees meeting document approval of the program. From there, the Request to

Offer a New Degree Program was forwarded to the Florida Board of Governors who unanimously approved the program on November 6, 2014.

Policy implementation: Development and review of undergraduate areas of concentration (Prior to 2018)
Prior to 2018, the development of new undergraduate areas of concentration was a much more fluid process. Since NCF offered a single baccalaureate degree – and since the Florida Board of Governors only required a formal approval process for the establishment of new degree programs with new CIP codes – new undergraduate areas of concentration were considered and approved following processes articulated in Section 4.2 of the Faculty Handbook, which outlines the faculty line allocation process.

Section 4.2 outlines a process by which the Provost coordinates a College-wide discussion to establish priorities for the allocation of new lines for faculty. Through a series of faculty discussions within academic divisions, within the Educational Policy Committee, and at faculty meetings, the faculty finalize a statement of priorities. The President, then, exercises final authority for the allocation of faculty lines.

The Provost's 2017 Call for proposals for new faculty lines demonstrates the implementation of this process. Having received approval from the Board of Governors for the College's ambitious Growth Proposal, the Provost sent this memo to all faculty to guide the process of proposing lines for up to 40 new faculty positions over the next three years. As the memo indicates, the Provost established a process to structure the feedback that was to be generated from faculty (in accordance with Section 4.2 of the Faculty Handbook, which is cited in the memo).

This call from the Provost resulted in more than 50 proposals for new faculty lines or clusters of faculty lines. Sample proposals for lines in Integrative Geography, Data Science, Latin American and Caribbean Studies, and Islam demonstrate that faculty indicated how the proposed faculty positions would strengthen student learning in new or current areas of concentration. As a June 2017 email from the Provost indicates, the Educational Policy Committee (in accordance with Section 4.2 of the Faculty Handbook) asked for the creation of an ad hoc committee to review and prioritize the faculty line proposals. Based on this prioritization, the President decided which lines to hire. Once hired, these new positions contribute to the development of new areas of concentration.

Relying on the faculty line allocation process for the development and approval of undergraduate areas of concentration fits the institutional mission and culture. As the state's designated liberal arts honors college, NCF is expected to provide an individualized curriculum to students that relies on small classes, individual student projects, and individualized special programs of concentration. Because of this, NCF is expected to be nimble in approving individualized areas of concentration and individualized tutorials for students.

The approval process for these individualized, special programs of concentration (areas of study that do not exist in the Catalog) is outlined in the Undergraduate General Catalog. Through this process, students who wish to complete a special program concentration are required to provide a short narrative description of the proposed program, a list of activities (coursework and other educational activities) to complete the program, and obtain the signed endorsement of two faculty members. Sample materials from a special concentration in Environmental Science show the implementation of the approval process for a special program concentration.

Policy implementation: Development and review of undergraduate areas of concentration (After 2018)
Seeing the value in a more formal approval process for proposed areas of concentration, the Educational Policy Committee met in October 2017 to discuss the development of a new academic program approval process. From this discussion, a proposal was forwarded to the faculty as a whole for discussion.

As minutes from the November 2017 Faculty Meeting indicate, the faculty voted to approve a process whereby the Educational Policy Committee (EPC) would review and vote to endorse proposals for new undergraduate areas of concentration (and to review changes of status for any special concentrations that may want to become regular areas of concentration, or vice versa).

This new process was first implemented in Spring 2019, as the EPC voted to recommend approval by the Provost for a proposed new area of concentration in Neuroscience. As noted in an April 2019 memo from the Provost's Office, the proposal was discussed by faculty within each academic division before going to the EPC for approval. Materials showing the review and approval of a new concentration in Theater, Dance, and Performance Studies also demonstrate academic governance of the faculty (through the EPC) and Provost.

(c) Primary responsibility of faculty for the content, quality, and effectiveness of the curriculum

As faculty have primary responsibility over academic matters, faculty have primary responsibility for the content, quality, and effectiveness of the curriculum.

One way in which this is demonstrated is through the process by which academic policies are revised. As explained in part (a) of this narrative, the introductory sections of the Faculty Handbook state that:

> *Changes to the College academic program, including those matters as specified in Chapter 6, Sections 6.1-6.9, and 6.14-6.20 of the Faculty Handbook shall be made only in consultation with the teaching-and-research faculty of the College, which shall be given the opportunity to discuss any proposed change in a Faculty Meeting (as specified in Section 3.2 of the Faculty Handbook) and respond to the proposal with a yes-or-no vote prior to its adoption. Before any revisions to the current version are adopted, full consideration shall be given to the vote of the faculty.*

The Chapter 6 sections mentioned in this paragraph address degree completion requirements, the Liberal Arts Curriculum (NCF's general education program), Independent Study Projects, areas of concentration, the senior thesis, and the baccalaureate examination. From this, it's clear that faculty have primary responsibility over curriculum content, quality, and effectiveness. Further evidence of this is provided in section (a) of this narrative, as a link is provided to faculty meeting minutes showing faculty approval of a proposed implementation of a new Civic Literacy graduation requirement.

The baccalaureate examination process also provides evidence of the responsibility of faculty for the effectiveness of the curriculum. Section 6.18 of the Faculty Handbook states that faculty have agreed that:

> *The baccalaureate examination is logically the final requirement for graduation, coming normally in the final term and presupposing the completion of the senior thesis/project and the substantial completion of the area of concentration. The faculty as a whole will make the final certification that all requirements for graduation have been met. The examination represents the collegial responsibility of the faculty that no student may graduate until the quality of his/her educational achievement has been closely examined and approved by three faculty members.*

Thus, the evaluation of the baccalaureate examination and the certification from all faculty that graduation requirements have been met provide evidence that faculty are responsible for the effectiveness of the academic program.

Another way in which this responsibility of faculty is evidenced is through the academic assessment process (described in more detail in response to SACSCOC Principle 8.2a). Through biennial Effectiveness Reports (from 2007-2017) and annual Improvement Plans (beginning in 2018), faculty within each area of concentration have been asked to articulate the intended student learning outcomes for their programs, identify methods to assess student attainment of those outcomes, present results of those assessments, and demonstrate how those results lead to program improvements. The 2009 through 2017 Effectiveness Reports for the Classics area of concentration demonstrate implementation of this policy. The Classics program's 2018-21 Improvement Plan further demonstrates this responsibility, as faculty within the program identified a targeted area for improvement (student writing skills) and designed an intervention and methods to assess the effectiveness of the intervention. Because these assessment processes are led and conducted by faculty, they demonstrate the responsibility of faculty for the quality and effectiveness of the curriculum.

Yet another way in which faculty demonstrate responsibility for the curriculum is through the maintenance of four-year pathways, curriculum maps, and curricular requirements within each area of concentration. Sticking with the Classics program, the concentration's four year pathways and curriculum maps demonstrate that faculty have taken responsibility to identify required courses, intended student learning outcomes, and the alignment of those requirements and outcomes.

Academic program review process

The academic program review process provides even more evidence of the responsibility of faculty. As mandated by the Florida Board of Governors, each academic program is required to undergo a program review at least once every seven years.

Prior to 2018, NCF's program review process consisted of: (a) a self-study conducted by faculty within an area of concentration, and (b) a review of the program by external experts in the discipline. In the self-study, faculty were expected to explain how program curriculum and pedagogy are designed to achieve program goals and how they compare to similar programs at other institutions. Faculty were also expected to evaluate the effectiveness of their curriculum based on their program assessment efforts. The external reviewers, then, reviewed program data, visited with program faculty, and developed a report with recommendations for improvement.

Evidence of these program review components are provided for a couple programs that have recently been reviewed:

- Gender Studies Self Study and External Program Review (2017)
- Environmental Studies Self Study and External Program Review (2017)
- A 2014 report on academic program reviews conducted from 2007-14 summarizes strengths, weaknesses, and recommendations that were identified as a result of this faculty-led process.

As explained in section (b) of this narrative, faculty voted in November 2017 to give the Educational Policy Committee authority over the acceptance of academic program reviews. Through this process, the faculty as a whole would exercise more authority over the content, quality, and effectiveness of the curriculum of academic programs.

The Religion area of concentration was the first program to be reviewed under this new process. The program completed its self-study and received the report from the external reviewer in April 2019. Members of the Educational Policy Committee voted to accept the program review at a May 1, 2019 meeting.

Responsibility of faculty for the content, quality, and effectiveness of the curriculum for the graduate program
Faculty teaching in the Master of Science in Data Science program also have primary responsibility for the curriculum. Clear evidence of this is provided in minutes from an October 2016 Data Science Faculty Meeting (showing a discussion of program curriculum and assessment), along with detailed annual assessment reports for the Data Science program.

Conclusion

New College of Florida practices shared governance, with the primary authority of faculty in academic and governance matters published in policies contained in the Faculty Handbook. Minutes from faculty and faculty committee meetings provide evidence of the implementation of these policies.

Academic degree programs and undergraduate areas of concentration are approved consistent with institutional policies for faculty line proposals and the processes of the Educational Policy Committee.

The primary responsibility of the faculty for the content, quality, and effectiveness of the curriculum is evidenced by institutional assessment and program review processes, along with the processes by which academic policies are reviewed and revised.

Supporting Evidence (in order of appearance)
1) Section 2.1 of the Faculty Handbook
2) agendas and notes from these Town Halls
3) Leadership and Governance section of the website
4) Introductory sections of the Faculty Handbook
5) Article 5.5 of the Collective Bargaining Agreement with the United Faculty of Florida
6) Chapter 3 of the Faculty Handbook
7) *Resources for Faculty* section of the website
8) Minutes from a December 2012 faculty meeting
9) Minutes from a December 2017 faculty meeting
10) Minutes from a February 2018 faculty meeting
11) Minutes from a March 2018 faculty meeting
12) Minutes from a September 2018 faculty meeting
13) Minutes from a January 2017 faculty meeting
14) August 2017 AAC minutes
15) July 2018 AAC minutes
16) January 2019 AAC minutes
17) Minutes from February 2019 EPC meetings
18) Florida Board of Governors Regulation 8.011
19) NCF Regulation 4-2005: Degree Program Planning and Approval
20) List of questions about the proposed addition of a master's program in data science
21) Agenda for a May 2014 working group of 25 faculty and staff members
22) Minutes from the August 28, 2014 Board of Trustees meeting
23) Request to Offer a New Degree Program
24) Section 4.2 of the Faculty Handbook
25) Provost's 2017 Call for proposals for new faculty lines
26) Sample proposals for lines in Integrative Geography, Data Science, Latin American and Caribbean Studies, and Islam
27) June 2017 email from the Provost
28) Sample materials from a special concentration in Environmental Science
29) Educational Policy Committee met in October 2017
30) Minutes from the November 2017 Faculty Meeting indicate

31) April 2019 memo from the Provost – approval of Neuroscience concentration
32) Materials showing the review and approval of a new concentration in Theater, Dance, and Performance Studies
33) Section 6.18 of the Faculty Handbook
34) 2009 through 2017 Effectiveness Reports for the Classics area of concentration
35) Classics program's 2018-21 Improvement Plan
36) Concentration's four-year pathways and curriculum maps
37) Program review process
38) Gender Studies Self Study
39) Gender Studies: External Program Review
40) Environmental Studies Self Study
41) Environmental Studies: External Program Review
42) A 2014 report on academic program reviews conducted from 2007-14
43) Religion Self-Study
44) Religion Report from External Reviewer
45) EPC Year-End Report showing review of Religion Program Review
46) Minutes from an October 2016 Data Science Faculty Meeting
47) Annual assessment reports for the Data Science program

10.5: Admissions policies and practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) publishes admissions policies consistent with its mission as Florida's residential liberal arts honors college:

> *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

All NCF recruitment materials and presentations accurately represent the College's practices, policies, and accreditation status. NCF does not use independent contractors or agents for recruiting purposes.

Published admissions policies

State regulations

Admission to New College of Florida is regulated at the state and institutional levels. Florida Board of Governors (BOG) Regulation 6.001 states that while the NCF Board of Trustees must adopt institutional admissions criteria, policies, and procedures, those institutional regulations must be consistent with BOG policies and must be published on the NCF website and in the College Catalog. This regulation also states that "admissions criteria must not include preferences in the admission process for applicants on the basis of race, color, national origin, disability, or sex."

Paragraph (4) of this regulation establishes a holistic review of applicants, stating, "In the admission of students, each university must take into consideration the applicant's academic ability, and may also consider other factors such as creativity, talent, and character."

In addition to this general admissions regulation, the Florida Board of Governors regulates admissions for:

- Undergraduate, First-Time-in-College, Degree-seeking Freshmen [BOG Regulation 6.002]
- Graduate and Post-baccalaureate Professional Students [BOG Regulation 6.003]
- Transfer Students [BOG Regulation 6.004]
- International Students [BOG Regulation 6.009]

The Board of Governors has also adopted regulations regarding:

- Acceleration Mechanisms [BOG Regulation 6.006], which establish early admission for dual-enrollment students and credit-by-exam mechanisms. Note that NCF does not offer any dual-enrollment programs or courses.
- Test Scores [BOG Regulation 6.008], which establish criteria for admission into college-level courses.
- Substitution or modification of admissions requirements for students with disabilities [BOG Regulation 6.018]

Altogether, these BOG regulations – published on the BOG website – provide minimum standards for institutional policies concerned with admissions credentials necessary for application review and responsibilities of applicants.

Institutional regulations

Institutional admissions regulations are also published online in Chapter 5 of the NCF Regulation Manual.

NCF Regulation 5-1001 establishes the mission and goals of the Department of Enrollment Management's Office of Admissions and Financial Aid:

> *The mission of the Office of Admissions and Financial Aid is to identify, recruit, and enroll a diverse population of high ability undergraduate students, with the potential to benefit from, and contribute to, NCF's education program as described in the College's mission statement; and to provide appropriate financial assistance to degree-seeking NCF students.*
>
> *To maintain this mission, the Office has the following goals:*
> *(1) To develop and maintain an undergraduate enrollment profile consistent with a nationally recognized public liberal arts honors college.*
> *(2) To aid prospective students, their families, and advisors by providing comprehensive information, interactive experiences, and individualized counseling regarding the NCF undergraduate academic program.*
> *(3) To counsel prospective, new, and continuing students and their families about the sources and availability of financial aid.*
> *(4) To aid prospective, new, and continuing students and their families by assisting them in obtaining aid through federal, state, local, and private agencies.*
> *(5) To provide accurate and efficient delivery of financial aid funds.*
> *(6) To continue adherence and compliance with the principles of good practice as set forth by the National Association for College Admission Counseling and by the National Association of Student Financial Aid Administrators, as well as all local, state, and federal regulations.*

This regulation clearly links the work of the Department of Enrollment Management with the institutional mission and sets a goal for admissions to comply with good practices articulated by NACAC.

NCF Regulation 5-1002 states the College is "highly selective in admitting students" and, in alignment with the NCF mission, recruits students who "demonstrate above average ability, academic motivation, and self-discipline" and "will benefit from the demanding academic program and flexible curriculum." This regulation also states that the Dean of Enrollment Management makes undergraduate admissions decisions subject to the institutional goals set by the President and Board of Trustees. Admissions decisions are also informed by recommendations from admissions reviewers who consider factors such as grades, test scores, patterns of courses completed, class rank, educational objectives, past conduct, letters of recommendation, and personal records of involvement in extracurricular activities.

NCF Regulation 5-1004 outlines graduate admissions requirements.

Admissions policies and processes are also available in admissions sections of the Undergraduate General Catalog and Graduate Catalog, as well as the institutional website. The Admissions and Aid webpage guides students to specific information for undergraduate and graduate admissions processes and requirements.

Admissions policies are also published in annual Fact Books, including information on admissions requirements and the basis for applicant selection for both first-time-in-college and transfer applicants.

Admissions policies: First-Time-in-College (FTIC) students

The First-Year Students admissions section of the institutional website provides students an overview of the admissions process for FTIC students. To apply, students complete the Common Application (including a response to an essay question), submit payment for an application fee (or a fee waiver request), and provide records of high school transcripts, records of standardized test scores, and a letter of recommendation.

To be eligible for admission, FTIC applicants must satisfy minimum requirements established by the Florida Board of Governors (as stated in the "State Regulations" described in the beginning of this narrative, as well as the Florida Counseling for Future Education Handbook prepared by the Florida Department of Education for high school counselors):

- An earned high school diploma from a Florida public or regionally accredited high school, or its equivalent (such as a GED)

- At least 18 units of college preparatory coursework, including:
    - 4 years of English (at least three with substantial writing requirements)
    - 4 years of mathematics (Algebra I or above)
    - 3 years of science (2 years with substantial lab requirements)
    - 3 years of social science
    - 2 sequential years of the same world language or American Sign Language
    - 2 years of academic electives

- A high school GPA of 2.50 or higher on a 4.00 scale, as calculated by NCF. Grades in Advanced Placement, AICE, and International Baccalaureate courses are given additional weight in the GPA calculation.

- Minimum standardized test scores (such as SAT or ACT scores) as identified in BOG Regulation 6.008.

- Non-native speakers of English are required to submit a Test of English as a Foreign Language (TOEFL) score of at least 560 (paper test) or 83 (internet-based test), or a score of at least 6.5 on the International English Language Testing System (IELTS).

As allowed under BOG Regulation 6.002(2)(b), applicants who do not meet these admissions standards may be considered for alternative admission. Applicants with "special attributes, special talents, or unique circumstances that may contribute to a representative and diverse student body" (including socioeconomic status, family education background, and family obligations) may be accepted by the Admissions Committee if the Committee determines the student would be expected to do satisfactory work at NCF [Undergraduate General Catalog: Applicants Who Do Not Meet Minimum Requirements].

In case of applicants with disabilities, the College grants reasonable substitution or modification of any admission requirement if the Dean of Enrollment Management, based on evidence submitted through consultation with the NCF Disabilities Services Director, determines that the failure to meet the admissions requirement is due to a disability and that the substitution or modification does not constitute a fundamental alteration in the nature of the College's academic program.

However, as described in the Undergraduate General Catalog and in an Appeals by Denied Applicants document available online, applicants who are denied have the right to request an appeal of the admissions decision. To do so, denied applicants submit a written appeal and supporting materials to the Office of Admissions. The President reviews applicants appealing the Admissions Committee's decision regarding substitution or modification of an admission requirement on the basis of a disability. The Dean of Student Affairs reviews appeals by applicants denied on the basis of previous misconduct, while the Academic Administrative Council (consisting of the Provost, Faculty Chair, and Academic Division Chairs) reviews petitions for all other denied applicants.

Admissions policies: Transfer students

An admissions webpage for transfer students outlines the application process, while the Undergraduate General Catalog provides more detail on specific admissions policies.

To be eligible to enroll, all transfer students must meet these general transfer requirements: a cumulative college GPA of at least 2.0 on a 4.0 system (on all college-level academic courses attempted), good standing, and eligible to return as a degree-seeking student to the postsecondary school most recently attended.

Transfers must also meet the FTIC admission requirements, although score exemptions may be made for transfers who will have:

- 36 or more (but less than 60) transferable semester hours; this requires a C or higher in at least one English Composition course (three semester credit hours) and one college mathematics course (three semester credit hours).
- a bachelor's or advanced degree from a regionally accredited college or university
- a Florida public college or university AA

Students who will hold a Florida public college or university AA can also request an exemption of the high school transcript requirement.

Under Florida Statute 1007.23(2)(a), transfer students with an Associate of Arts degree from a Florida public college or university are guaranteed admission to at least one member institution of the State University System of Florida. As explained in the Undergraduate General Catalog, this does not guarantee admission to NCF with its more selective admission requirements.

Admissions policies: International students

An admissions page for international applicants outlines the application process. International applicants must meet the same academic standards as domestic applicants, and non-native English-speaking international applicants must meet TOEFL or IELTS score requirements.

International applicants seeking to study on F-1 student visas may be admitted after submission of all appropriate and official admissions documentation, including required financial and immigration documentation by the appropriate deadlines.

Admissions policies: Non-degree seeking applicants

As noted in the Undergraduate General Catalog:

> *The College makes undergraduate course work available to persons not admitted to the undergraduate degree program 1) through formal exchange (e.g., the National Student*

Exchange), approved by the Assistant Director of Off-Campus Study; 2) through summer course work, when available; and 3) through individual approval by the Associate Provost, who determines availability of New College courses to non-degree seeking students, community auditors, and students eligible through the local Cross College Alliance. Students from other colleges should consult with their home institution for guidance on how course work may apply to their degree program.

An admissions page for community auditor applicants outlines the application process. Applications are collected and reviewed by the Office of the Registrar and approved by the Office of the Provost pending approval from faculty of availability in the course(s) requested. The Registrar then reaches out to the applicant with the decision and next steps.

Implementation and review of admissions policies

The NCF Undergraduate Application Review Handbook – a desktop procedure manual outlining admissions decisions processes – provides evidence that admissions policies are implemented as written. The Handbook begins by aligning admissions procedures to the institutional mission statement and then briefly summarizes state admissions regulations. The procedures outlined throughout the Handbook operationalize state and institutional regulations regarding admissions processes.

Sample admissions reader worksheets – one for a student who was admitted and another for a student who was denied – provide evidence of the implementation of admissions policies. The worksheets show how high school GPA, the type of high school program attended, course rigor, test scores, and essay ratings all contribute to the score for an application. The bottom of each worksheet shows the total score and criteria to admit, deny, or refer applications to the admissions committee. The reader recommendation appears at the bottom of the worksheet.

An example of an admissions decision appeal provides further evidence of implementation. Sample documents for an appeal that was approved show that students are notified when their appeal has been received. The appeal decision is then emailed to the student from the Dean of Enrollment Management, in accordance with NCF's appeal procedures. A sample letter for an appeal that was denied provides evidence that the same process was followed.

Policies articulated in institutional regulations are approved by the NCF Board of Trustees.

Admissions policies and procedures: Graduate students

Policies and requirements for admission into NCF's Master of Science in Data Science program are published in the Graduate Catalog and on a section of the website dedicated to graduate student admissions.

To be considered for admission, each applicant must submit the application, application fee, transcripts, and letters of recommendation. Applicants may choose to submit standardized test scores (GRE, GRE Subject, GMAT). Postsecondary transcripts from abroad require credential evaluation (and translation if necessary) by a NACES-member service. International applicants who are non-native English speakers must provide proof of English proficiency.

For an offer of admission, the applicant should have the following at minimum:

- Documentation of a bachelor's degree from a regionally accredited college or university with an undergraduate GPA of at least 3.0, or a record of successful achievement at an accredited college or university that uses narrative evaluations rather than grades
- Transcripts showing successful completion of a course in Linear Algebra
- Transcripts showing successful completion of a course in programming, or proof of programming proficiency

As noted, meeting these minimum requirements does not guarantee admission. The selective admissions process considers such factors as:

- Recent employment and/or academic experience
- Academic record
- Letters of recommendation
- GRE, GRE Subject, or GMAT scores (if provided)
- TOEFL scores, for international applicants who are non-native English speakers

The Admissions Selection Committee for the Master of Science in Data Science Program, consisting of the Program Director and two other faculty members in the program, is charged with reviewing candidate application files and selecting students for admission. The application review process, outlined in the Graduate Catalog, requires each member of the Committee to certify whether candidates have satisfied minimum admission requirements. While minutes are not kept for the Admissions Selection Committee meetings, emails provide evidence that the committee meets to review applications.

Additional recruitment materials

As demonstrated through evidence linked above, the admissions-related sections of the institutional website accurately represent institutional admissions practices and policies. Likewise, the fact that the Undergraduate and Graduate Catalogs are used as evidence throughout this Compliance Certification Report provides evidence of the accuracy of those documents. All other recruitment materials are regularly reviewed to ensure accuracy.

The Enrollment Management Marketing Coordinator meets weekly with the Associate Director of Marketing and Communications to discuss marketing needs. The Dean of Enrollment Management and the Director of Marketing and Communications give final approval on all recruitment materials before they are produced or distributed. When publications involve other campus units, such as Residential Life, representatives from those offices assist in developing and reviewing information to be included in these materials. Recruitment materials and presentations are reviewed annually for updates regarding admissions policies and academic programs.

A standard admissions presentation was developed jointly between Enrollment Management and Marketing and Communications for use during on campus information sessions or when presented to outside audiences. The presentation accurately communicates application requirements and deadlines, along with information about the College (such as the College's use of academic contracts, narrative evaluations, and senior capstone projects). The presentation also accurately depicts NCF as a residential, liberal arts honors college.

All printed and electronic recruitment materials are vetted by Enrollment Management staff for accuracy. A Viewbook Brochure and Travel Brochure – both published in 2018 – provide accurate information about NCF, including a list of undergraduate areas of concentration offered, national ranking information, and

outcomes of recent graduates. The Viewbook Brochure also accurately notes that NCF does not assign letter grades, explains the 124 credit hour / 7 academic contract graduation requirement, describes Independent Study Projects, lists some recent senior project topics, describes opportunities for study abroad and internships, briefly describes academic support services, outlines some key physical facilities, lists recent student organizations, explains the residence halls and living learning communities, and provides contact information and links to apply.

Recruitment materials for the Master of Science in Data Science program include a brochure and emails created by the Office of Marketing & Communication in consultation with the Director of the Data Science Program. The emails, sent from staff from the Office of Marketing & Communication to the Data Science Program Coordinator for approval, provide a story of a successful program completer, information about an open house for prospective students, and information about the success of the 2017 graduating cohort. All emails direct potential students to the program website. The brochure accurately lists the program's required courses, key features of the program, and a link to the program website. It also features contact information for the program, including a phone number and email address.

Independent contractors or agents used for recruiting purposes or admission activities

NCF does not use independent contractors or agents for recruiting purposes or admission activities.

Conclusion

Published in state and institutional regulations, in the Undergraduate and Graduate Catalogs, and on admissions sections of the institutional website, New College of Florida's admissions policies and selective admissions standards are consistent with the College mission. Recruitment materials accurately reflect these practices and policies, as well as the accreditation status of the institution.

Sample admitted student applications will be made available to the SACSCOC On-Site Team should they wish to examine them.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors (BOG) Regulation 6.001
2) BOG Regulation 6.002
3) BOG Regulation 6.003
4) BOG Regulation 6.004
5) BOG Regulation 6.009
6) BOG Regulation 6.006
7) BOG Regulation 6.008
8) BOG Regulation 6.018
9) NCF Regulation 5-1001
10) NCF Regulation 5-1002
11) NCF Regulation 5-1004
12) Undergraduate General Catalog (admissions section)
13) Graduate Catalog (admissions section)
14) Admissions and Aid webpage
15) Fact Book (2017-18 – admissions section)
16) First-Year Students admissions section of the institutional website
17) Florida Counseling for Future Education Handbook
18) BOG Regulation 6.002(2)(b)
19) Undergraduate General Catalog: Applicants Who Do Not Meet Minimum Requirements
20) Appeals by Denied Applicants document
21) Admissions webpage for transfer students
22) Florida Statute 1007.23(2)(a)

23) Undergraduate General Catalog: Transfer admissions
24) Admissions page for international applicants
25) An admissions page for community auditor applicants
26) NCF Undergraduate Application Review Handbook
27) Reader worksheet – admitted example
28) Reader worksheet – denied example
29) Appeal notice and approval
30) Denied appeal
31) Graduate Catalog: admissions section
32) Section of the website dedicated to graduate student admissions
33) Admissions Selection Committee meetings emails
34) Standard admissions presentation
35) Viewbook Brochure (2018)
36) Travel Brochure (2018)
37) Data Science Brochure
38) Data Science recruitment emails

10.6: Distance and correspondence education

An institution that offers distance or correspondence education:

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs

(c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity

_√_ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

While New College of Florida does not offer distance or correspondence education programs – or distance education courses that amount to 25% or more of the coursework needed to complete a degree – a small number of students may complete courses that could loosely be defined under the umbrella of "distance learning." For these small number of cases, New College of Florida (a) ensures the student who registers is the same student who receives the credit, (b) protects the privacy of students according to a written policy, and (c) does not charge students any additional fees to verify student identity.

Distance learning and New College of Florida

New College of Florida offers a residential, liberal arts program to full-time students. Thus, virtually all students complete all coursework in face-to-face courses on campus. In fact, there are only two situations in which a student could complete a for-credit educational activity at NCF without regularly receiving face-to-face instruction:

1. Master of Science in Data Science practicum requirement

   All students in the Master of Science in Data Science program are required to complete a semester-long practicum experience. As described in the practicum syllabus:

   > *You will spend the semester working off-site as part of a data science team on projects assigned by your host and supervised by your on-site supervisor. You will keep a weekly log of your activities that includes a progress report on your work. You will share your weekly log with both your faculty sponsor and your supervisor, and you will meet (electronically or face-to-face) with your faculty sponsor every other week. You will be required to submit a final report describing your work on-site, as well as a self-evaluation of your performance during the practicum.*

   The Director of the Data Science Program coordinates these practicum placements and, therefore, is aware of which students must meet electronically or face-to-face for their regular meetings.

   (a) How NCF ensures students who register in the practicum are those who complete it

   New College of Florida is committed to academic honesty. NCF Regulation 6-3005 (Student Code of Conduct) defines academic dishonesty to include plagiarism ("passing off as one's own segments or the total of another person's work") and cheating ("asking another person to take an examination in his/her place" or "taking an examination for or in place of another student"). To ensure students are aware of this policy, it is summarized within the Academic Dishonesty section of the Graduate Catalog.

The bi-weekly meetings with the practicum supervisor and faculty sponsor also provide assurance that NCF students are completing their own practicum experiences. The Director of the Data Science Program checks-in with both practicum students and their supervisors by phone, email, or videoconference at least once every two weeks.

Further ensuring compliance with this principle, students submit their weekly progress reports through @ncf.edu email addresses, which require students to log-in with their ID and password.

(b) Written procedure for protecting the privacy of students enrolled in the practicum

Practicum students use the same means of identity verification as all other NCF students – they log-in to the myNCF online portal with an ID and password. Upon acceptance into NCF, each student receives a limited access NCF NetID account. Once students attend orientation, their NetIDs provide student access to email accounts, computer labs, online applications (GoogleApps and Office365), wireless networks, and the learning management system.

New College of Florida implements the following regulations to protect the privacy of student information, including usernames and passwords:

- NCF regulation 4-5001 (Use and Protection of Information Technology Resources) outlines that to manage risk, the Office of Information Technology defines user responsibilities to protect and safeguard user identification and passwords. This regulation led to the development of procedures on the Authentication Process and Password Risk Assessment Review.

- NCF regulation 4-5002 (Information Technology Acceptable Use) forbids the use of accounts and passwords by persons other than those to whom they have been assigned by Information Technology. Students are required to change their passwords and report any incidents to Information Technology when they detect or suspect unauthorized use of accounts or resources. This regulation also states that students should "engage in responsible computing practices by establishing access restrictions for their accounts where appropriate, guarding passwords, and changing passwords regularly." Students violating this policy may be subject to disciplinary action.

- NCF regulation 4-5003 (Information and Communication Security Program) identifies the Director of Technology Support as the College's designated Information Security Officer (ISO), responsible for coordinating an information and communication security program, which includes ensuring that data confidentiality, integrity, and accuracy are appropriately safeguarded.

- NCF regulation 4-5010 (Passwords) intends to safeguard the personal and confidential information of all individuals by requiring all network passwords to be changed at least every 90 days, and by forbidding passwords from being inserted into email messages or other forms of electronic communication, shared with anyone, or written down or stored electronically without encryption.

Upon initial log-in to the myNCF portal, all students are required to acknowledge that they have read and agreed to the acceptable use policy (AUP). The AUP covers users' responsibility to protect usernames and passwords.

Additionally, NCF complies with FERPA provisions. NCF regulation 1-1009 (Student Records) implements FERPA provisions (as well as Florida statutes) whereby NCF is obligated to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to complain to the Family Policy Compliance Office or to

Florida Circuit Court concerning alleged violations by NCF of these rights. This regulation, published in the Graduate and Undergraduate General Catalogs, also places the responsibility for administration of this policy with the NCF Registrar (serving as the FERPA Coordinator).

(c) New College of Florida does not charge students for verification of student identity

2. Off-campus Independent Study Projects (ISPs) or tutorials

To earn a baccalaureate degree, all NCF students must complete three ISPs. These projects are completed in consultation with faculty over a four-week period each January. While many ISPs involve individual (or small group) face-to-face meetings with faculty, some students choose to complete the ISP from a distance (such as a student who completed an ISP at the Baltimore City Circuit Court).

Each ISP is sponsored by a faculty member, so faculty are fully aware of the students who choose to complete ISPs from a distance.

(a) How NCF ensures students who register in the practicum are those who complete it

NCF Regulation 6-3005 (Student Code of Conduct), which defines academic dishonesty, is published in the Undergraduate General Catalog. Faculty sponsors meet face-to-face with each ISP student they sponsor in order to provide an initial verification of identity.

(b) Written procedure for protecting the privacy of students enrolled in the practicum

Since the ISP isn't typically a distance-learning activity, all students use the same means of identity verification – they log-in to the NCF portal (to access email, the learning management system, and other NCF applications) with an ID and password.

All the Information Technology regulations and procedures described above (as applying to graduate students) apply to ISP students.

Students submit completed projects either face-to-face, through the learning management system (which requires log-in), or through email (which also requires students to log-in).

(c) New College of Florida does not charge students for verification of student identity

Conclusion

While NCF does not offer distance or correspondence educational programs, there are two scenarios in which students may earn credits while off-campus. In both scenarios, students – who have completed at least one full-time semester of face-to-face, on-campus coursework prior to engaging in the distance learning activity – abide by the Student Code of Conduct and institutional regulations regarding privacy and security.

Supporting Evidence (in order of appearance)
1) Data Science Practicum Syllabus 2) NCF Regulation 6-3005 (Student Code of Conduct) 3) Academic Dishonesty section of the Graduate Catalog 4) NCF regulation 4-5001 (Use and Protection of Information Technology Resources) 5) Authentication Process 6) Password Risk Assessment Review

7) NCF regulation 4-5002 (Information Technology Acceptable Use)
8) NCF regulation 4-5003 (Information and Communication Security Program)
9) NCF regulation 4-5010 (Passwords)
10) NCF regulation 1-1009 (Student Records)
11) Graduate and Undergraduate General Catalogs – FERPA Statements
12) NCF Regulation 6-3005 (Student Code of Conduct)

10.7: Policies for awarding credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida publishes and implements policies for determining the amount and level of credit awarded for its courses. For undergraduate programs at NCF, credit is awarded in "units," with each unit equivalent to 4 semester credit hours (in accordance with the federal definition of a credit hour). Academically qualified faculty oversee the awarding of academic credit, adhering to the institutional definition of a unit. Faculty also determine the level of credit awarded for courses.

For NCF's graduate program, academic credit is awarded in semester credit hours.

Policies and procedures to determine credit hours for educational activities

Definition of a unit and credit hour equivalency

In articulating the 31-unit requirement to graduate with the Bachelor of Arts degree from NCF, Faculty Handbook Section 6.2 provides the following *Definition of a Unit*:

> *For reporting purposes, New College recognizes students' progress each term through a system in which 1 unit is equivalent to 4 semester credit hours. Further, 1 unit is equivalent to a full semester course, tutorial, independent reading project, or internship that expects an average of at least 12 hours of work per week for the duration of the semester (typically, 3 hours in class and 9 hours of course-related work outside of class); or in the case of a unit assigned for an ISP, the same amount of work required for a full semester unit. A half-unit is equivalent to a course, tutorial, independent reading project or internship that expects an average of at least 12 hours of work per week for the duration of one module; or in the case of a module-equivalent, an average of at least 6 hours of work per week for the duration of the semester.*

This aligns with the federal definition of a credit hour, as defined in 34 CFR 600.2:

> *… a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*
> *(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
> *(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

To demonstrate the alignment between these definitions, the following table summarizes the characteristics of a 4-credit hour course:

	Federal Definition (4 credits)	NCF Definition (1 unit)
Length of semester	15 weeks	15 weeks (including final exams)
Total amount of work per week	12 hours per week	12 hours per week
Direct instruction per week	4 hours per week	3 hours per week
Out-of-class work per week	8 hours per week	9 hours per week
Verified by…	Evidence of student achievement	Narrative evaluations

The only difference between the definitions is in the allocation of time students are expected to learn in and out of class. Both definitions expect the same total amount of work that approximates 150 hours (12 hours per week x 15 weeks x 50-minute hours = 150 total hours of work).

NCF may award a half-unit for completion of an educational activity that requires work that approximates fewer than 180 total hours. These half-unit educational activities may last an entire semester or may be completed in one of two *modules* (half-semester lengths of time). As the institutional definition establishes, a half-unit is equivalent to 2 credit hours (or 75 total hours of work):

> *…equivalent to a course, tutorial, independent reading project or internship that expects an average of at least 12 hours of work per week for the duration of one module; or in the case of a module-equivalent, an average of at least 6 hours of work per week for the duration of the semester*

New College of Florida only awards academic credit in one (full) and half-unit blocks.

The College's use of units (awarded within semester-long academic contracts and January term Independent Study Projects) to measure engaged student learning time have been affirmed by the Florida Board of Governors Regulation 6.017:

> *At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.*

In addition to the institutional definition of a unit, NCF implements a clear set of policies and procedures to determine credit hour equivalencies for transfer students. The Transfer Credit Policy establishes procedures for credit intended to transfer into NCF. Students who complete at least 16 credit hours of courses at a grade of C or higher from an accredited post-secondary institution (in disciplines identified within the policy) are able to transfer-in credit at a rate of 4 credit hours per unit awarded.

To explain units and credit hour equivalencies to those outside NCF (including graduate schools or schools to which NCF students may transfer), the Registrar publishes an NCF Explanation Letter online. This letter recommends the equivalency of four credit hours for each semester-long course completed. The Registrar also publishes a Transcript Legend online to inform potential graduate schools or employers of the institutional definition of a unit (and the conversion to the equivalent number of credit hours).

Types of educational activities and unit assignment policies

NCF offers three primary types of for-credit educational activities:

- **Courses** (for which units are assigned in accordance with the institutional definition explained earlier)

- **Tutorials (including internships)**: A tutorial is a for-credit educational activities offered in the Fall or Spring semester in which a faculty member guides a student (or a small group of students) to meet one of the following objectives: (a) a guided, critical exploration of a topic, (b) preparation work for the student's thesis, (c) lab or studio work, (d) an internship, or (e) directed reading assignments. Before the tutorial is offered, the instructor of record works with students to complete a Tutorial Description Form that identifies the title of the tutorial, the intended objective, and the learning outcome(s) or artifact(s) to be evaluated. In many ways, tutorials are equivalent to independent study courses offered at other universities.

  Units are assigned to tutorials in accordance with the institutional definition of a unit (which explicitly mentions tutorials and internships).

  Section 6.23 of the Faculty Handbook (Appendix 3) reiterates to faculty that full-semester internships "must consist of at least an equivalent amount of work as is required for a 1-unit course" and one-module (half-semester) internships "must consist of at least an equivalent amount of work as is required for a ½ unit course."

- **Independent Study Projects (ISPs)**: ISPs, representing four full weeks of academic effort during a January term, allow students opportunities for intensive involvement with one subject. With the consultation and approval of a faculty ISP advisor, students complete an ISP Description Form to state their topic, list a core bibliography of resources, describe their project goals and procedures, and explain the form of the final project (e.g., a critical essay, research paper, work of art, series of examinations, performance) that will be submitted to the faculty ISP advisor for evaluation. While many ISPs are independent projects for individual students, others are small group projects (such as intensive language study, educational travel, group research, fieldwork, and performing arts).

  In accordance with the institutional definition of a unit, every ISP is assigned one unit of academic credit. The definition states that ISPs expect the "same amount of work required for a full semester unit."

  To communicate this expectation to students, the College publishes an annual ISP Handbook. The 2019 ISP Handbook explains to students:

  > *The content and demands [of an ISP] should be roughly equivalent to that of a term-length tutorial. A full-time, four-week academic activity, the ISP is incompatible with full-time employment, a regular semester contract, or a second, simultaneous ISP*.

  Accordingly, students are not allowed to complete multiple ISPs in a single January term.

Policies and procedures to determine level of academic credit awarded

Section 6.22 (Appendix 2) of the Faculty Handbook articulates that NCF graduates are "expected to have satisfactorily completed at least eight educational activities beyond an elementary level directly related to the area of concentration." Faculty advisors monitor student completion of program requirements, ensuring that students complete all required courses.

The level of coursework is indicated by a course numbering system specific to the College. Working with faculty, the Registrar identifies courses offered at a more introductory level and numbers them with a 2000-level number (e.g., *ANTH 2100 Introduction to Cultural Anthropology* or *POLS 2300 Introduction to World Politics*). Courses intended for third-year students receive a number in the 3000-range (e.g., *PHYS 3475 Thermal Physics* or *RELI 3720 Tibetan Buddhism*). Courses numbered in the 4000-range represent advanced courses for fourth-year students (e.g., *PSYC 4999 Psychology Senior Seminar* or *PHIL 4300 Philosophy and Climate Change*).

Descriptions of all courses offered during the 2018-19 academic year demonstrate the consistency of course numbering across areas of concentration, with 2000-level courses as introductory-level and 4000-level courses as capstone-level courses.

Approval process for each type of educational activity

Qualified faculty determine the amount and level of credit to be awarded for each educational activity.

- **Courses**: Faculty within each discipline propose courses to teach each term and send these course proposals to the appropriate Division Chair or Interdisciplinary Program Director for approval. For each course, faculty identify the amount of credit to be assigned (either one unit for full-semester courses or a half-unit for module courses) in accordance with the institutional definition of a unit. Faculty also identify prerequisite courses (if any) to determine the level of the credit to be awarded. Based on a review of the course description, the Chair or Director decides to approve the course and its associated amount (and level) of credit.

  Another way in which faculty determine the level of credit awarded is through the process to designate courses of the Liberal Arts Curriculum (LAC, the General Education program at NCF). As noted in Section 6.2.1.1 of the Faculty Handbook, LAC courses "introduce a discipline, field of study, a region, a time period, or a body of literature" and "have no prerequisites, with the exception of courses, such as languages or mathematics, which may have an implied basic proficiency." Thus, LAC courses represent introductory-level courses.

  When proposing courses for the upcoming term, faculty self-identify courses that should receive LAC designation. Descriptions of these courses are submitted to Divisions for discussion and feedback, confirmed by the Division Chair, and forwarded to the Registrar. A sample email from the Chair of the Social Sciences Division provides evidence that this process is followed. This email confirms that faculty within the Division discussed and provided feedback on new LAC courses to be offered in Fall 2018.

  A March 2019 email from the Chair of the Division of Natural Sciences provides yet another example of how Division Chairs approve the amount of credit awarded. The email refers to a proposed *Tropical Field Biology* course that would include field work in the Bahamas. As the email indicates, the Division Chair reviewed the course description and considered student learning and workload in approving the assignment of 1.5 units to the course.

- **Tutorials (including internships)**: Faculty advisors (contract sponsors) approve the amount of credit to be assigned to all tutorials.

  A sample of five completed Tutorial Description Forms provide evidence of this process. In proposing a tutorial, the faculty instructor of record identifies an objective and a learning outcome (student artifact) that will be evaluated. Based on this, the instructor identifies the amount of credit to be awarded: one unit (full-term) or a half-unit (module 1, module 2, or full term for mod credit). The instructor then signs the form. The contract sponsor (academic advisor to the student intending to complete the tutorial) then signs the form, approving the amount of credit to be awarded.

  While this form has since moved online, the approval process remains the same.

  Through the "objective" section of the form, instructors identify which tutorials are internships. As evidenced by the required Internship Documents, internships have an additional approval (and verification) process for the awarding of academic credit. Students intending to complete an internship for academic credit work with their faculty contract sponsors (academic advisors) to identify intended student learning outcomes and document the expectations of both the faculty sponsor and internship provider. At the top of this document, the amount of credit to be awarded is identified (in the same way it is identified on the Tutorial Description Form). A signature from the faculty sponsor provides approval of the amount of credit to be awarded. Evidence from two examples of internship tutorials completed in 2018-19 – including evaluations from the faculty advisor and internship supervisor – provide evidence of the intended student learning outcomes and the workload (that equates to at least 12 hours per week for a full-unit internship tutorial).

- **Independent Study Projects (ISPs)**: Because the content and demands of ISPs are equivalent to that of a term-length tutorial, all ISPs are assigned one unit of academic credit. Sample completed ISP Description Forms demonstrate the substantial amount of work to be completed by students in these intensive ISPs.

For all types of educational activities, credit is awarded to students upon successful completion (as indicated by narrative evaluations written by the instructors of record).

Evidence supporting the level and amount of credit awarded

Data from the National Survey of Student Engagement (NSSE) provide further evidence to support the appropriateness of the amount and level of credit awarded for NCF educational activities.

National Survey of Student Engagement Results – Student Workload

		2013	2016	2017
Estimated number of assigned pages of student writing	NCF Seniors	128	118.8	100.6
	Comparison Schools	(68.0 – 80.0)	(77.0 – 93.0)	(70.6 – 90.9)
Hours per week: Preparing for class	NCF Seniors	23.0	20.3	19.0
	Comparison Schools	(14.6 – 16.6)	(14.8 – 16.3)	(14.9 – 16.6)
Hours per week: Assigned reading	NCF Seniors	9.9	10.6	10.8
	Comparison Schools	(6.6 – 8.1)	(7.4 – 9.0)	(6.7 – 9.0)
Institution emphasizes spending significant time studying and on academic work	NCF Seniors	3.6	3.7	3.5
	Comparison Schools	(3.2 – 3.3)	(3.1 – 3.3)	(3.1 – 3.3)

Comparison Groups = The lowest and highest scores among NSSE comparison groups (public liberal arts schools and all NSSE institutions)

The above table displays results from the 2013, 2016, and 2017 NSSE administrations to NCF seniors. The first row shows that NCF seniors report being assigned over 100 pages of writing each year (compared to no more than 93 pages at comparison institutions). NCF seniors also report spending more hours per week studying for class and completing assigned reading than seniors at comparable institutions. The final row shows that NCF students are more likely to agree that their institution emphasizes spending significant time on academic work.

This data supports the assertion that educational activities at NCF are more rigorous and demanding than courses at many other colleges and universities. The expected workload and learning justify the units assigned to educational activities at NCF.

Policies for Awarding Graduate Program Credit

For its single graduate program, the Master of Science in Data Science, New College of Florida adheres to the federal definition of a credit hour and assigns 3 credit hours to each 15-week graduate course.

Data Science faculty propose new courses to the Graduate Academic Program Committee for approval. In reviewing the proposed course syllabus, the Committee recommends the number of credit hours to be assigned to the course. The Graduate Academic Program Committee sends the course proposal and supporting materials to the Office of the Provost of New College for final approval. The Provost's Office then transmits it to the Statewide Course Numbering System database, to have a course number assigned to it (in accordance with state regulations).

The only Data Science course that is not offered as a traditional, face-to-face, direct instruction course is the required practicum experience, where students work full-time with a corporate partner. Students maintain a weekly log of activities and talk at least once every two weeks with the Director of the Data Science Program (through phone calls, email, or videoconference). This ensures the students are completing an appropriate amount of work (which, at 40 hours per week for an entire semester) is well beyond the minimum of the federal credit hour definition).

Conclusion

NCF publishes policies for determining the amount and level of credit awarded for its courses (measured in "units" for undergraduate courses) in the Faculty Handbook. The policies apply to all for-credit educational activities offered at NCF, including courses, tutorials, and Independent Study Projects. Through the definition that one unit equates to 4 credit hours, the policies align with the federal definition of a credit hour.

Faculty drive the implementation of these policies, with Division Chairs, Program Directors, and faculty contract sponsors ultimately signing-off on the assignment of credit to each educational activity.

Supporting Evidence (in order of appearance)
1) Faculty Handbook Section 6.2 2) Federal definition of a credit hour: 34 CFR 600.2 3) Florida Board of Governors Regulation 6.017 4) Transfer Credit Policy 5) NCF Explanation Letter 6) Transcript Legend 7) Tutorial Description Form 8) Section 6.23 of the Faculty Handbook (Appendix 3) 9) ISP Description Form 10) 2019 ISP Handbook

11) Section 6.22 (Appendix 2) of the Faculty Handbook
12) Descriptions of all courses offered during the 2018-19 academic year
13) Section 6.2.1.1 of the Faculty Handbook
14) sample email from the Chair of the Social Sciences Division
15) March 2019 email from the Chair of the Division of Natural Sciences
16) Sample of Five Completed Tutorial Description Forms
17) Internship Documents
18) Completed internship paperwork and evaluations
19) Sample ISP description forms

10.8: Evaluating and awarding academic credit

The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) publishes policies for evaluating, awarding, and accepting credit not originating from the institution on its website and in Catalogs. Through an approval process overseen by academically qualified faculty, these policies and associated procedures ensure the credit recorded on NCF transcripts is of sufficient academic quality and consistent with the College's mission.

Published policies for evaluating, awarding, and accepting credit not originating from NCF

New College of Florida's policies for evaluating, awarding, and accepting credit not originating from the College are published in Catalogs and made available to the public on the Transfer Credits section of the institutional website and in a Transfer Credit Policy document available on the admissions section of the website.

The policies for undergraduate transfer credit (including policies for a statewide articulation agreement), international transfer credit, and credit-by-examination are described below. Policies related to the graduate Master of Science in Data Science program are discussed at the end of this section.

Undergraduate transfer credit policies

As explained in Section 6.2 of the Faculty Handbook, NCF awards "units" of credit for completion of undergraduate courses, with each unit equivalent to 4 credit hours (in accordance with the federal definition of a credit hour). To earn the Bachelor of Arts degree from NCF, the Undergraduate General Catalog states that students must complete 31 units (equivalent to 124 credit hours), including an 8 unit (24 credit hour) general education component (called the Liberal Arts Curriculum) and a 3 unit (12 credit hour) Independent Study Project requirement. These units are earned across at least 7 academic contracts (semester-length terms). NCF transfer policies necessarily convert between units and credit hours according to the institutional definition of a unit.

As explained in the Transfer Credit Policy (which only applies to the transfer of credit toward NCF's Bachelor of Arts degree), the Office of the Registrar evaluates transfer credit on behalf of NCF faculty. The acceptance of transfer credit is considered for college courses completed with grades of C or better as documented on official transcripts from accredited, postsecondary degree-granting colleges or universities. Transfer credit is only considered for courses taken prior to the student's initial enrollment at NCF.

The Transfer Credit Policy also notes that, in keeping with the institutional mission as the state's designated liberal arts honors college, only courses in the arts and sciences (and supporting fields) may be accepted toward transfer credit. The Policy identifies 30 disciplinary fields in which transfer credit is typically accepted. The Policy also notes that while limited transfer credit may be assigned for coursework in Business and Speech, courses in Education, Health, Nursing, Physical Education, and Social Work are typically not

accepted. This aspect of the policy ensures that the credit awarded is comparable to the for-credit educational activities offered by NCF.

The Undergraduate General Catalog speaks to the process by which transfer credit is evaluated and approved. Prior to a prospective student's admission decision or enrollment, the student requests an unofficial preliminary transfer credit projection from the Office of the Registrar. If the student accepts the projection, transfer credit is applied after the student is enrolled (and upon reception of official transcripts from the previously attended institutions). If transfer credit is denied, the student has the right to appeal through the Registrar and then the Provost.

In accordance with the College's block tuition model, academic contract system, and requirement that all students enroll full-time – in which all students are charged for 4 units (the equivalent of 16 credit hours) of tuition for each of the 7 semester contracts they are required to complete – the Transfer Credit Policy states that transfer credit is based on 16 or more transferable semester credit hours, in the following increments:

- (Students cannot transfer-in fewer than 16 credit hours)
- 16-19 transferable semester hours = 4 units = 1 semester contract
- 20-35 transferable semester hours = 5 units = 1 semester contract + 1 ISP (Independent Study Project)
- 36-51 transferable semester hours = 9 units = 2 semester contracts + 1 ISP
- 52+ transferable semester hours = 13 units = 3 semester contracts + 1 ISP

This translation of transfer credits into units, contracts, and ISPs operationalizes one of the founding principles of NCF that "student progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades." Because of this, NCF does not divide academic contracts, which represent a full semester's worth of learning, into lesser units of credit. Thus, to be eligible for transfer credit, a student must bring to NCF enough credits to be exempted from at least one academic contract. Because the 4-credit-hour-equivalent Independent Study Project (ISP) at NCF can only be taken after at least one full semester of study, transfer students can only receive credit toward an ISP if they bring in at least 20 credit hours of acceptable coursework. Transfer credit for an ISP alone is not granted.

Undergraduate transfer credit policies: statewide articulation agreement

State rules regulate the acceptance of transfer credit for students completing associate in arts degrees from institutions within the Florida College System.

Florida Administrative Code 6A-10.024 mandates that New College of Florida accept 60 semester hours in transfer from students who earned associate in arts degrees from Florida College System institutions. Florida Statute 1007.23(2)(a) further requires NCF to credit students who transfer-in with associate in arts degrees from Florida College System institutions as having fulfilled all general education requirements.

The NCF Transfer Credit Policy accurately reflects these state rules in awarding 15 units (equivalent to 60 semester credit hours) to transfer students who earned associate in arts degrees from Florida College System institutions:

> *Students who already hold 1) a Florida College System or Florida State University System AA degree, or 2) a bachelor's or advanced degree from a regionally accredited college or university – New College acknowledges fulfillment of the College's Liberal Arts Curriculum (general education) course requirements, and would assign the following maximum transfer credit:*
>
> *3 semester contracts*
> *1 Independent Study Project*
> *15 units (equivalent to 60 semester credit hours)*

This policy is appropriate, since Florida Board of Governors Regulation 6.004(3)(b)(1) states that the associate in arts degree from the Florida College System institution must include 60 semester hours of college credit courses *exclusive of courses not accepted in the state university* system. The Regulation also requires the associate in arts degree to include 36 semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences. This fulfills NCF's general education requirement – the Liberal Arts Curriculum – which only requires the equivalent of 32 semester hours of coursework across the divisions of Humanities, Natural Science, and Social Science.

Undergraduate international transfer credit policies

Transfer credit from non-U.S. institutions are assigned if the institution is determined to have the equivalent of regional accreditation and courses meet the requirements of the NCF Transfer Credit Policy. As noted in the Catalog, documentation presented in any language other than English must be accompanied by a professional, certified English translation. Documentation of post-secondary level studies that do not have U.S. accreditation must be evaluated on a course-by-course basis by a member of the National Association of Credential Evaluation Services (NACES).

Undergraduate transfer credit policies: online courses

In accordance with the Transfer Credit Policy, NCF considers online college coursework (in which students earn a C or better) for transfer credit. The online coursework must be completed prior to initial enrollment at NCF and must be documented by official transcripts from an accredited postsecondary institution.

Undergraduate credit-by-examination, Advanced Placement, and acceleration mechanisms

As noted in the Transfer Credit Policy, NCF also considers credit-by-examination. Students earn credit for satisfactory scores on Advanced Placement (AP), International Baccalaureate (IB), Cambridge AICE, College-Level Examination Program (CLEP), DSST, Excelsior, and Defense Language Proficiency Test (DLPT) examinations, with satisfactory performance identified on the Exemptions through Examination section of the website. These examinations and criteria were chosen by the state's Articulation Coordinating Committee in its Credit-by-Exam Guidelines. The Articulation Coordinating Committee includes members from both the State University System and the Florida College System.

Credit for experiential learning, prior learning, or conversion of prior non-credit experiences into credit

New College of Florida does not award or accept undergraduate credit for experiential learning or through prior learning assessment. NCF also does not convert prior non-credit experiences into credit, as noted in the Transfer Credit Policy.

Policies for placement based on undergraduate transfer credit

(a) Ensuring academic quality of credit recorded on transcript

(b) Approval process with oversight by academically qualified faculty

The policies described above demonstrate that the Registrar is responsible for approving the academic quality of *credit* for transfer (by ensuring the credit comes from courses in liberal arts disciplines from accredited postsecondary institutions). Qualified faculty (academic advisors) approve the quality of *coursework* in transfer by determining whether the transfer credit applies toward completion of academic program requirements.

The Undergraduate General Catalog notes:

> *As with all other institutions, there may be differences between the consideration of course work for admission purposes and the applicability of credit for degree purposes. Exemptions from contracts, an ISP, or Liberal Arts Curriculum requirements do not guarantee exemptions from Area of Concentration requirements or other degree requirements.*

Thus, while state regulations guide the acceptance of credit at NCF (to fulfill contracts, an ISP, and the general education requirements), faculty make decisions about the applicability of transfer credit to academic program requirements.

This is further explained in the frequently asked questions section of the Transfer Credits webpage:

> ***How do I find out about course placement?*** *Save your course syllabi — course placement is decided by faculty, not by the registrar. Professors in some fields, like mathematics, sciences, and foreign languages, may use placement exams. Particularly for any course related to your field of study, remember to save the syllabus. If you enroll at New College, you'll bring your syllabi to your faculty advisor and other professors to discuss your academic background. This will give them a better idea of what you've already studied, and help them know what questions to ask, so that they can better advise you for course placement. Faculty do this so that they can be comfortable that you're ready for more advanced level study with them, instead of assuming that two courses with the same name cover the same topics, or that two students with similar records have the same retention and understanding of the material.*

It is, again, explained in the Undergraduate General Catalog:

> ***Placement***
> *Faculty decide all course placement. Once enrolled, the student should meet regularly with their faculty contract sponsor to negotiate the types of courses, tutorials, and projects to be pursued, in preparation for filing the Provisional Area of Concentration form in the fifth semester.*

This demonstrates that while the Office of the Registrar is responsible for ensuring the academic quality of *credit* recorded on transcripts, faculty hold ultimate responsibility for ensuring the academic quality of *coursework* applied toward completion of an academic program. Faculty within the student's chosen area of concentration determine which transfer courses, if any, are applicable toward the concentration's graduation requirements. The Registrar's Office sends a copy of each student's transcript to the student's (faculty) academic advisor to make this determination.

Sample transcripts from a transfer student completing a concentration in mathematics provide evidence of the joint responsibility of the Registrar and faculty in determining acceptance of transfer credit. The Registrar, in accordance with state regulations, accepts transfer credit for 15 units across three contracts and one ISP. While these credits satisfy general education requirements and count toward the 31-unit graduation requirement, the credits do not count toward completion of the concentration in mathematics. The transcript shows the student completed all required coursework for the mathematics concentration at NCF.

(c) Consistency with institutional mission

The application of credit toward academic contracts, Independent Study Projects, and units; the fact that NCF does not divide transfer credit into individual units; the fact that NCF limits transfer credit to courses taken in liberal arts disciplines; and the fact that NCF only accepts transfer credit upon initial enrollment all align with the institution's mission as the state's residential, liberal arts honors college.

Exceptions to the Transfer Credit Policy

According to the Transfer Credit Policy, NCF students must bring at least 16 credit hours prior to their initial enrollment to be eligible for transfer credit. Three special programs do exist where students can transfer-in fewer than 16 credit hours or transfer-in courses after their initial enrollment:

a) The Cross College Alliance cross-registration agreement
b) Off-campus study
c) Summer Independent Study Programs

a) Cross College Alliance cross-registration

In 2014, higher education institutions in Sarasota and Manatee counties (New College of Florida, Ringling College of Art and Design, State College of Florida Manatee-Sarasota, and the University of South Florida Sarasota-Manatee) formed the Cross College Alliance (CCA) to expand learning opportunities for students and the local community. In 2016, the CCA launched a pilot program to allow students from any CCA institution to cross-register for courses offered at other CCA institutions on a space-available basis.

As indicated in the Frequently Asked Questions document on the CCA website, Registrars at the member institutions coordinate the CCA cross-registration program. The Cross-registration Guidelines document explains that eligible students (full-time degree-seeking students in good academic standing beyond their first term of enrollment) are able to register for a maximum of 5 credits of undergraduate courses.

As noted in the guidelines, NCF students must obtain approval from their academic advisor (contract sponsor) and cross-registration coordinator (Registrar) in order to cross-register. NCF students interested in cross-registration must submit a cross-registration application with signatures from the student's academic advisor and NCF Registrar. A completed cross-registration application shows the student's academic advisor (Professor Walstrom, Ph.D. in Biochemistry) approved the student's intention to cross-register for an Anatomy & Physiology course at State College of Florida. The Registrar's signature indicates the student meets enrollment eligibility requirements.

Upon successful completion of a cross-registered course (with a grade of C or better, in accordance with the NCF Transfer Credit Policy), the academic credit is transcripted as transfer credit. A sample transcript from a student successfully completing a CCA cross-registration course shows the credit is clearly labeled as transfer credit (indicating the institution that assigned the grade to the student). As the transcript indicates, through CCA cross-registration, this student was able to count a 3-credit hour course completed at the University of South Florida Sarasota-Manatee (during the student's fifth semester of study at NCF) toward the student's academic contract. The credit did not count toward academic program requirements.

The academic quality of transfer credit through this CCA cross-registration system is ensured in the same way as other transfer credit. The NCF Registrar approves the academic quality of the transfer credit (i.e., ensures the credit comes from an accredited post-secondary institutions), while qualified faculty (students' academic advisors) determine whether the transfer credit applies toward completion of the academic program at NCF.

b) Off-campus study

Through exchange programs, NCF students are able to earn an academic contract by enrolling in a minimum of 12 semester credit hours at a host institution. The process is described in the Registering for Off-Campus Study section of the Undergraduate General Catalog. These exchange programs, including those offered through the National Student Exchange and the Consortium for Innovative Environments in Learning, are described in greater detail in response to SACSCOC Principle 10.9.

To participate in these programs, students must get prior approval from their faculty advisors and must submit official transcripts from the host institutions upon completion of the term.

Although the credit is accepted as transfer credit, NCF does award an academic contract to the student (thus, fitting within SACSCOC Principle 10.9 with NCF transcripting an academic contract as its own).

c) Summer Independent Study Program (ISP)

To graduate, all NCF undergraduate students must complete three Independent Study Projects (ISPs, offered during January terms). Each ISP counts as one unit (the equivalent of 4 credit hours) toward the 31 unit (124 credit hour equivalent) graduation requirement. As described in the Summer ISPs section of the Undergraduate General Catalog, students may complete one of the three required ISPs through coursework completed at another college or university during the summer.

With approval from the faculty contract sponsor (academic advisor) and a completed ISP Description Form, students who successfully complete at least four semester credit hours at an accredited college or university may transfer-in those credits to one of the three required ISPs.

Although the credit is accepted as transfer credit, NCF does award an ISP to the student (thus, fitting within SACSCOC Principle 10.9 with NCF transcripting an ISP as its own).

Graduate program transfer credit and credit-by-exam policies: Master of Science in Data Science

As stated in the Policies on Acceptance of Academic Credit section of the Graduate Catalog, NCF's single graduate program does not accept transfer credit from other institutions or credit for experiential learning or professional certificates.

This policy is consistent with the institutional mission, which supports the offering of select graduate programs. Because the Data Science program is interdisciplinary in nature – encompassing a blend of theory and practice from the disciplines of statistics, computer science, and mathematics – and holistic in design – developing cohorts of students as they progress from technical skill-based, interdisciplinary core courses through advanced courses that develop collaborative skills, to a culminating practicum experience that develops data science practitioners – discipline-specific courses from other institutions are unlikely to fully address the intended student learning outcomes of NCF Data Science courses.

Some students, however, may have developed these skills and attained these intended learning outcomes from a combination of courses previously completed at other institutions. For these cases, the Graduate Catalog policy explains a process whereby students can petition for permission to take written qualifying exams for credit:

> *Applicants may petition the Graduate Admissions Selection Committee for permission to take a written qualifying examination. Applicants who pass the qualifying examination will receive credit by exam for up to 12 graduate credit hours towards a Master's degree in Data Science.*
>
> *If the petition is granted, the Data Science Program sets an appropriate examination and certifies competency in four areas required for further study in Data Science: statistical inference, data storage and retrieval, algorithms for data science, and data munging and exploratory data analysis. Enrolled students may not receive credit by examination when the same course has previously been failed.*

Faculty within the Data Science program develop and score the examination, ensuring the credit awarded by exam is equivalent to credit that would be awarded based on the knowledge, skills, and outcomes expected of students taking coursework within the program.

A redacted memo from the Director of the Data Science Program provides evidence of the implementation of this credit-by-exam policy. The memo shows a student who successfully earned the maximum 12 credit hours through the exam. A transcript from that same student demonstrates how the credit by exam is clearly labeled as "transfer credit accepted by the institution."

In addition to appearing in the Graduate Catalog, the transfer credit and credit-by-exam policies are also published on the application section of the website for the Master of Science in Data Science program available to all prospective applicants.

Conclusion

New College of Florida evaluates, awards, and accepts credit not originating from the College in accordance with its Transfer Credit Policy and state regulations. While the Office of the Registrar evaluates the academic quality of credit (coming from accredited post-secondary institutions), faculty decide whether coursework completed at other institutions may fulfill academic program requirements. Credit through transfer and credit-by-exam is accepted in the form of academic contracts, Independent Study Projects, and units in accordance with the institutional definitions and in alignment with the institutional mission as the state's designated liberal arts honors college.

Supporting Evidence (in order of appearance)
1) Transfer Credits section of the institutional website
2) Transfer Credit Policy
3) Admissions section of the website
4) Section 6.2 of the Faculty Handbook
5) Undergraduate General Catalog
6) Transfer Credit Policy
7) Transfer Credit Policy
8) Undergraduate General Catalog
9) Preliminary transfer credit projection
10) Transfer Credit Policy
11) Florida Administrative Code 6A-10.024
12) Florida Statute 1007.23(2)(a)
13) Transfer Credit Policy
14) Florida Board of Governors Regulation 6.004(3)(b)(1)
15) Undergraduate General Catalog
16) Transfer Credit Policy
17) Transfer Credit Policy
18) Exemptions through Examination webpage
19) Articulation Coordinating Committee in its Credit-by-Exam Guidelines
20) Transfer Credit Policy
21) Undergraduate General Catalog
22) Frequently asked questions section of the Transfer Credits webpage
23) Undergraduate General Catalog
24) Sample transcripts from a transfer student completing a concentration in mathematics
25) CCA website
26) CCA cross-registration FAQ
27) CCA cross-registration guidelines
28) Completed CCA cross-registration application
29) Sample transcript from a student successfully completing a CCA cross-registration course
30) Registering for Off-Campus Study section of the Undergraduate General Catalog

31) Summer ISPs section of the Undergraduate General Catalog
32) Policies on Acceptance of Academic Credit section of the Graduate Catalog
33) Graduate Catalog policy
34) Memo from the Director of the Data Science Program
35) Transcript from that same student
36) Application section of the website for the Master of Science in Data Science program

10.9: Cooperative academic arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Definitions of cooperative academic arrangements

The Substantive Change for SACSCOC Accredited Institutions Policy Statement provides the following definitions relevant to this principle:

> ***Cooperative Academic Arrangement*** *– an agreement between a member institution and another entity (or entities) to deliver program content transcripted by the member institution as its own (see Standard 10.9). Examples include geographic or denominational consortia, statewide distance education agreements, collaborative agreements with international institutions, and contractual instruction, among others.*
>
> ***Consortial Relationship*** *– a consortial relationship typically is one in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed upon standards of academic quality.*
>
> ***Contractual Agreement*** *– typically is one in which an institution enters an agreement for receipt of courses/programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution or service provider.*
>
> ***Dual degree*** *– separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student.*
>
> ***Joint degree*** *– a single program completion credential bearing the names, seals, and signatures of each of the two or more institutions awarding the degree to the student.*

No cooperative academic arrangements for academic programs

New College of Florida is solely responsible for offering the instruction related to each of its academic programs and, therefore, is not presently engaged in consortial or contractual relationships to provide joint or dual degree programs with any other institutions.

NCF does; however, engage in cooperative arrangements in which NCF students can complete courses offered by other providers and apply those courses as units (or academic contracts) toward NCF's Bachelor of Arts degree. In these cases, the Registrar evaluates the quality of the credits (ensuring the credits were earned from an accredited institution and are appropriate to the mission of NCF as a liberal arts institution) and faculty advisors evaluate the quality of coursework (choosing whether to apply those courses toward academic program requirements).

Each cooperative arrangement is explained below.

National Student Exchange (NSE)

New College of Florida has been a member of the National Student Exchange (NSE) since 2000, with the most recent NSE Membership Agreement signed in 2013. The NSE assists New College of Florida (and all member institutions) in providing opportunities for students for NCF students to participate in an exchange for up to one calendar year while maintaining their NCF enrollment status and NCF financial packages.

To participate, NCF students negotiate an academic contract with their faculty sponsor for the NSE semester or year. To match the full-time requirement at NCF, students must remain enrolled in a minimum of 12 credit hours at the host institution. Upon receiving an official transcript from the host institution showing successful completion of at least 12 credit hours, the Registrar awards one academic contract of transfer credit to the student (in accordance with the Study Abroad Transcript Advising and Enrollment Agreement). The registration process is outlined in the Registering for Off-Campus Study section of the Undergraduate General Catalog.

Although the credit is accepted as transfer credit, NCF does award an academic contract to the student (thus, fitting within this SACSCOC Standard with NCF transcripting credits as its own).

The Checklist for Study Abroad (available on the ncf.edu website) explains how NCF ensures the quality and integrity of work recorded through the NSE. As the checklist shows, students must meet with their faculty contract sponsors (academic advisors) to discuss their study abroad contract and goals (in the same way that students enrolled in courses offered by NCF develop academic contracts each semester).

The NSE Application for Exchange requires students to indicate if they need the courses completing during the exchange to count toward their chosen area of concentration (academic program).

Students then complete a Study Abroad Participant Contract, in which they acknowledge that if they expect to earn NCF credit to fulfill a contract, students are expected to maintain the same standard of academic work as would be required on the home campus.

Each student intending to participate in the NSE must also complete a Declaration for Off-Campus Study. On this form, students explicitly state their expectations for transfer credit by identifying whether they expect the off-campus study to fulfill an academic contract. The student's faculty sponsor (academic advisor) signs this form to indicate they approve the student's plan and believe the plan is integral to the student's overall academic program and proposed plan for completion of the NCF graduation requirements.

All this paperwork ensures academically qualified faculty review the quality of the coursework to be awarded in transfer and the quality of the academic contract to be awarded to students participating in the NSE. As noted in the Off-Campus Study Contract Certification section of the Undergraduate General Catalog, the student's faculty contract sponsor certifies the student's contract based on the transcript from the host institution and the off-campus contract the student completed prior to the exchange.

Transcripts for a student completing a Fall 2018 exchange semester at California State University, Chico demonstrate how the credit appears on the NCF transcript. The credit is clearly labeled as originating with the host institution, with grades indicating successful completion and credit hours (instead of units) displayed within the Fall 2018 academic contract.

NCF's Assistant Director of Off-Campus Study, Study Abroad, and the Language Resource Center coordinates all off-campus study and study abroad programs (and interviews each returning NSE student to evaluate program effectiveness). The Assistant Director regularly reviews the agreement with NSE as it comes up for renewal.

Consortium for Innovative Environments in Learning (CIEL)

NCF also has a signed agreement with twelve innovative postsecondary institutions to form the Consortium for Innovative Environments in Learning (CIEL). Under the Memorandum of Understanding signed in 2004, CIEL activities include a student exchange program.

The CIEL exchange program is similar to the NSE program. The Assistant Director of Off-Campus Study, Study Abroad, and the Language Resource Center notifies students of CIEL exchange opportunities and encourages students to discuss the opportunities with their faculty advisors. Interested students then negotiate an academic contract for off-campus study through the CIEL exchange with their faculty advisor.

Students then complete a Program of Study Statement, which requires a signature from each student's faculty advisor. The form requires students to indicate whether they expect the exchange courses to count toward their area of concentration (academic program) requirements.

Upon successful completion of at least 12 credit hours of coursework at the host institution, the Registrar awards the student one academic contract of credit at NCF. The faculty advisor, in choosing to certify the student's contract, ensures the quality of the coursework completed at the host institution.

Each returning CIEL exchange student is interviewed by the Assistant Director of Off-Campus Study, Study Abroad, and the Language Resource Center to evaluate the effectiveness of the exchange program. CIEL coordinators representing all twelve member institutions meet twice a year to evaluate the program. As the agenda from the 2017 CIEL Annual Meeting indicates, members discussed the future of CIEL and update contacts for the student exchange program. These meetings can result in updates to the principles underlying the program (as was the case with principles developed as a result of a 2007 meeting).

Summer Independent Study Program (ISP)

To graduate, all NCF undergraduate students must complete three Independent Study Projects (ISPs, offered during January terms). Each ISP counts as one unit (the equivalent of 4 credit hours) toward the 31 unit (124 credit hour equivalent) graduation requirement. As described in the Summer ISPs section of the Undergraduate General Catalog, students may complete one of the three required ISPs through coursework completed at another college or university during the summer.

With approval from the faculty contract sponsor (academic advisor) and a completed ISP Description Form, students who successfully complete at least four semester credit hours at an accredited college or university may transfer-in those credits to one of the three required ISPs.

Although the credit is accepted as transfer credit, NCF does award an ISP to the student (thus, fitting within this SACSCOC Principle 10.9 with NCF transcripting an ISP as its own).

Master of Science in Data Science practicum agreements

Students enrolled in NCF's Master of Science in Data Science program complete a supervised, semester-long, full-time practicum experience that requires them to work as part of a data science team with a corporate partner. The Director of the Data Science Program places students in these practica and has corporate partners sign Consent to Train documents. As the documents indicate, the Program Director works to train on-site practicum supervisors to become familiar with the program's expectations and the program's rubric to assess student performance.

The Program Director also reviews each student's weekly log of activities, remains in contact with each student's practicum supervisor, holds bi-weekly conversations with each student, and evaluates each student's final report of the practicum experience. Through this work, the Program Director (as the instructor of record) provides an evaluation of each student's practicum performance.

Thus, while students learn under the guidance of an on-site supervisor, the NCF Program Director evaluates the quality of learning and instruction that are ultimately recorded as 3 credit hours on student transcripts.

Conclusion

While New College of Florida has not entered into any cooperative arrangements to provide joint or dual degree programs with other institutions, NCF does engage in exchange programs in which students can complete courses offered by other providers and apply those courses as units (or academic contracts) toward NCF's Bachelor of Arts degree.

While the coursework comes in through transfer, NCF does award academic contracts for full-semester work completed through these exchange programs. NCF has signed agreements with the National Student Exchange (NSE) and the Consortium for Innovative Environments in Learning (CIEL). The Assistant Director of Off-Campus Study reviews these agreements regularly and evaluates program effectiveness through interviews with participants.

In accordance with institutional policy, the Registrar evaluates the quality of the credits earned by students through these exchange programs (by ensuring students complete work at accredited postsecondary institutions or through the NSE or CIEL agreements). Qualified faculty advisors evaluate the quality of coursework completed through these exchanges and decide whether to approve those courses toward academic program requirements.

NCF also allows students to complete one of the three required Independent Study Projects through credit transferred from another institution. Qualified faculty advisors pre-approve students for this opportunity, ensuring the coursework addresses the intended purposes of the ISP requirement.

Supporting Evidence (in order of appearance)
1) Substantive Change for SACSCOC Accredited Institutions Policy Statement
2) NSE Membership Agreement signed in 2013
3) Study Abroad Transcript Advising and Enrollment Agreement
4) Registering for Off-Campus Study section of the Undergraduate General Catalog
5) Checklist for Study Abroad
6) NSE Application for Exchange
7) Study Abroad Participant Contract
8) Declaration for Off-Campus Study
9) Off-Campus Study Contract Certification
10) A transcript from a student completing a contract through the NSE
11) Memorandum of Understanding
12) Notification of CIEL exchange opportunities
13) Program of Study Statement
14) Agenda from the 2017 CIEL Annual Meeting
15) CIEL principles developed as a result of a 2007 meeting
16) Summer ISPs section of the Undergraduate General Catalog
17) ISP Description Form
18) Data Science Practicum Consent to Train
19) Data Science Program Expectations
20) Data Science Practicum Rubric

Section 11: Library and Learning/Information Resources

11.1: Library and learning/information resources [CR]

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Institutional mission

The mission statement of NCF is as follows:

> *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

As the state's designated residential, liberal arts, honors college, New College of Florida offers a Bachelor of Arts degree with approximately 40 areas of concentration and a single graduate program, the Master of Science in Data Science.

While NCF's mission does not address research, one of the goals of the College is "to challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research." Adequate and appropriate library and learning/information resources, then, must be sufficient for the learning and undergraduate student research mission and goals of the College.

Jane Bancroft Library

The Jane Bancroft Cook Library supports the teaching mission and undergraduate research goal of New College of Florida. Cook Library is the intellectual nexus of the NCF Campus and serves as a repository for knowledge for the campus and the broader community. To this end, the Library is a collection of highly complementary and interactive services designed to empower students and faculty to effectively use this knowledge. Faculty librarians and staff work with students in developing information and research skills and provide research and teaching support to faculty.

Cook Library is located in the center of the NCF campus and provides library services, access to physical and virtual collections, tutoring and writing services, career and internship services, off-campus study and foreign language services, and technology support and services. The library building was completed in 1986 and is approximately 72,000 square feet in size with diverse spaces for collaboration, quiet study, technology-intensive work, and exhibits and social learning areas [Library Dean's Welcome webpage]. The Library Academic Resource Center [ARC webpage], located in the southwest portion of the first floor, houses an open-use computing cluster, a digital media lab, enclosed spaces for individual and group work, and flexible seating and workspaces. Additionally, services including the Language Resource Center, Off-Campus Study/Study Abroad, Educational Technology Services, and the Quantitative Resource Center occupy space in the ARC. The Writing Resource Center is located in a separate room directly to the north of the ARC. The Center for Engagement and Opportunity (CEO), which provides services to help students find internships,

employment, and national fellowships, is adjacent to the library and accessible from inside it. These service departments are conveniently accessible to students, faculty and staff, and work collaboratively by providing inter-service referrals, cross-training of staff, and joint planning.

Facility and physical resources

Cook Library is a shared resource with the University of South Florida, Sarasota-Manatee (USF-SM) with NCF functioning as the managing entity in the relationship [2002 Shared Services Agreement]. All Cook Library faculty librarians and staff are employees of New College of Florida with all salaries, benefits and administrative processes handled by NCF. NCF also contributes management resources – facilities maintenance, building repairs and refurbishment, utilities and custodial costs, and other expenses related to operations. USF Sarasota-Manatee contributes access to a considerable e-resource collection via the USF Library electronic resources portal.

Cook Library is open 7 days per week for a total of 107 hours for the academic semesters. During midterm and final exam periods, additional hours are added past the normal 1am closing hour. Virtual services are available to students 24-hours per day, 7 days per week via the Cook Library website and the USF electronic resources portal. Among the available services and collections are electronic journals, books and databases, and web-based tutorials, course/subject guides, and other research information.

Semester Library Hours:

Sunday:	10am-1am
Monday:	8am-1am
Tuesday:	8am-1am
Wednesday:	8am-1am
Thursday:	8am-1am
Friday:	8am-9pm
Saturday:	10pm-9pm

Cook Library has seating for approximately 400 users in configurations ranging from individual seats and study carrels to group study rooms and collaborative spaces. There are small, enclosed carrels some of which are assigned to faculty and 4 that are used for small student group study space. Cook Library also has 105 individual student study carrels and one large group study room. Additionally, a seminar room is made available to students when it is not reserved for other functions. A collaborative space (the COLLAB) was built in an area formerly used for circulation and course reserves services. This area is designed to facilitate learning in groups with flexible furniture, floor mounted power receptacles, and movable seating. A small classroom is available for booking as well as first-come checkout that is used for presentations, group projects and study, and meetings, and workshops. This room has a computer, projector and whiteboard as well as tables and flexible seating. A Silent Study Room was created in fall 2015 in response to students' requests for places to study without noise.

In 2017-18, 127,217 visits to Cook Library were recorded via gate counts. Library administration also tracks usage of library spaces, seating, computing and other items in order to identify priorities for enhancements. The facility is used for a variety of purposes, including academic and socio-academic events, exhibits and displays, lectures and classes, workshops, use of technology and use of collaborative and individual study spaces.

NCF faculty, staff, and student users have access to 22 open computer workstations, 7 computers dedicated to high end media software, and 2 flatbed scanners, 1 slide scanner, and 1 orbital scanner. Laptops and tablets are available to faculty and students for short term loan. Secure, authenticated network connectivity is

available to NCF users as well as to the general public. The Library provides printer/copiers for use by all library patrons. Copies/prints cost $.10 per page. Wireless printing is available over the College network.

The Library Academic Resource Center (ARC) was opened in 2009 and is an area used for a variety of services and workspaces. Services located in the ARC include Off-Campus Study/Language Resource Center, Educational Technology Services and the Quantitative Resource Center. The ARC also has an enclosed room for meetings and group study, two booths with computer equipment for study, a media lab, and an open computer lab. Flexible furniture characterizes the ARC with numerous whiteboards, tables and chairs, encouraging students to move things around to work in the most efficient manners. Computers in the media lab are equipped with software for media editing, statistical work (SAS; R), music writing and editing, and GIS mapping.

During summer of 2018, a large area of the first floor was redesigned and refurnished. The area provides the benefits of an information commons with attractive and colorful seating, spaces for individual study as well as group collaboration, better access to power, and new glass whiteboards. A robust network infrastructure is available to all library users. In 2015, CAT 6 cabling was installed, and network routers and switches were upgraded.

Learning and information resources

The Cook Library overall budget, including collection support, is in excess of $1.2 million. USF-SM provides access for NCF users to the USF system-wide e-resource collection, a research-level collection. Per the 2002 USF-SM/NCF Shared Service Agreement, NCF students, faculty and staff are permitted access to the USF electronic resource collection. This collection includes a significant number of electronic databases, journals, books, media and other materials in subject areas spanning the gamut. Additionally, NCF expends more than $225,000 for information resources. Additional expenditures for information are made on Cook Library's behalf by the Florida Virtual Campus. NCF is also afforded access to the statewide Florida Electronic Library.

Through the Cook Library website, NCF faculty staff and students have access to significant licensed electronic materials (through the USF system e-resources, the Florida Virtual Campus statewide e-resource collection, and the NCF licensed e-resources). The Cook Library expenditures for collections and collection-related services for the 2017-18 fiscal year was $225,417, including $169,791 for ongoing subscriptions, $26,174 for books and media, and $29,452 for other materials and services. Cook Library has an endowment fund of more than $1.3 million from which the proceeds are used to purchase or license electronic and print materials.

Archives and Special Collections are accessible to patrons through a dedicated staff member who holds a Digital Archives Specialist Certificate from the Society of American Archivists. These materials include historical documents from the College's history, student publications, photographs, video materials as well as manuscripts and rare periodicals and books. They are housed in temperature-controlled rooms on the second floor of the building. The special Helen N. Fagin Holocaust and Genocide collection, named in honor of educator and Holocaust survivor Helen Fagin, is available to all library users.

General collections include print monographs, serials subscriptions, media, and various electronic resources. The Library participates in several statewide e-resource contracts for journals and e-books, enhancing both buying power and access to e-journal collections from all State University System of Florida (SUS) Libraries. Cook Library is also supported by the Florida Academic Library Services Cooperative (FALSC) which licenses electronic databases on behalf of all SUS libraries. FALSC also administers and hosts the statewide Integrated Library System (Ex Libris Aleph) and Discovery Service (Mango).

Among the many collaborative efforts at providing access to information are statewide Florida State University System contracts for e-journals, including imprints from Wiley, Springer, Oxford University Press, Cambridge University Press, and SAGE. With these contracts, NCF has access to the collective collection of electronic journals of all 12 SUS institutions. Cook Library has also participated in statewide eBook purchase programs. With these programs, e-books are purchased based on user demand from the 12 SUS institutional libraries and made accessible to all SUS students, faculty, and staff.

The print monograph collection at Cook Library numbers approximately 185,000 volumes. Additional print monographs from the 11 other State University System of Florida libraries are available via UBorrow, an unmediated borrowing system that utilizes an intrastate delivery system. Additional journal articles and books are available through interlibrary loan services via the ILLIAD system. The library licenses access to relevant ebooks through SpringerLink: 16,253 full-text Computer Science books and 264 full-text Statistics books, plus many more online full-text mathematics books.

Cook Library is a member of the Center for Research Libraries (CRL), an organization with more than 200 member colleges, universities, and independent research libraries around the world. The organization works collectively to identify, preserve and acquire critical evidence and documentation for research and teaching. NCF students and faculty have access to CRL collections, including source materials from national archives, foreign and national government documents, journals and newspapers.

Below is a list of selected electronic resources that are accessible through the Library collections and via contractual relationships with the University of South Florida (a comprehensive, Research 1 university with offerings across the board in the humanities, arts, social sciences, sciences, business, and medicine) and the Florida Academic Library Services Cooperative (FALSC). These items are directly relevant to the NCF undergraduate and graduate programs, supporting the array of areas of concentration offered to the College.

Selected Databases and Electronic Journals available through the USF Gateway:

- The IEEE Computer Society Digital Library (CSDL), a subset of the IEEE Xplore Digital Library, provides full-text online access to over 520,000 IEEE Computer Society journal articles and conference papers.
- Applied Science & Technology Full Text (H.W. Wilson/EBSCO), includes the latest findings in science, engineering, and technology covering trade and industrial publications, journals issued by professional and technical societies, and specialized subject periodicals. It includes indexing and abstracts for nearly 800 core English-language scientific and technical publications dating back to 1983 full text from more than 220 journals as far back as 1992.
- JSTOR all collections: This resource brings together numerous journal titles, including historical backfiles, in the sciences, social sciences, and arts and humanities.
- Humanities Full Text (EBSCO) provides full-text plus abstracts and bibliographic indexing of scholarly sources in the humanities, as well as specialized magazines. The database indexes, abstracts and delivers the full text of feature articles, interviews, obituaries, bibliographies, original works of fiction, drama, and poetry, book reviews, and reviews of ballets, dance programs, motion pictures, musicals, operas, plays, radio and television programs, and more. Periodicals are indexed from 1984; full text of articles from journals as far back as 1995.
- Academic Search Premier is the world's largest scholarly, multi-disciplinary full text database containing full text for nearly 4,650 serials, including more than 3,600 peer-reviewed publications. In addition to the full text, this database offers indexing and abstracts for more than 8,200 journals in the collection. This scholarly collection offers information in nearly every area of academic study including: computer science, engineering, physics, chemistry, language and linguistics, arts and literature, medical sciences,

ethnic studies, and many more. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles. The majority of full text titles are available in searchable PDF, or scanned-in-color.

- Web of Science. The ISI Web of Science provides seamless access to the Science Citation Expanded, Social Sciences Citation Index, and Arts & Humanities Citation Index. It enables users to search current and retrospective multidisciplinary information from approximately 8,500 of the most prestigious, high impact research journals in the world. ISI Web of Science also provides a unique search method, cited reference searching. With it, users can navigate forward, backward, and through the literature, searching all disciplines and time spans to uncover all the information relevant to their research. Users can also navigate to electronic full-text journal articles
- PsychInfo covers the professional academic literature in psychology and related disciplines including medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and other areas. Coverage is worldwide and includes references and abstracts to over 1,300 journals and to dissertations in over 30 languages, and to book chapters and books in the English language (with over 50,000 references added annually).
- Science Direct. A web database for scientific research that contains the full text of more than 2000 Elsevier Science journals in the life, physical, medical, technical, and social sciences available online. It contains abstracts and articles from the core journals in major scientific disciplines.
- SpringerLink provides online access to full text of journals from the Springer Publishing Group. Access is generally back to 1997, with backfile access to selected titles.
- ACS (American Chemical Society) Publications. ACS Web Edition provides full-text access to 26 journals of the American Chemical Society. Titles include: Biochemistry, Environmental Science and Technology, Journal of the American Chemical Society, Journal of Organic Chemistry, and the Journal of Physical Chemistry A & B.
- Oxford Music Online is an online version of the New Grove Dictionary of Music and Musicians (a reference title acknowledged as the unsurpassed authority on all aspects of music). It features the complete text of the print version with full-text searching; links to thousands of images, digital sound and related sites; and quarterly updates to biographies, bibliographies, and work-lists.
- Performing Arts Periodicals Database is a comprehensive index to the journal literature of performing arts drama, theatre, dance, film, and television. It provides access to over 180 performing arts periodicals and 40,000 records from 1998 onward.
- Alexander Street Video is an integrated online repository of Alexander Street Press video titles licensed by USF. It includes newsreels, award-winning documentaries, field recordings, interviews, lectures, training videos, and exclusive primary footage.
- ARTstor is a digital library of nearly one million images in the areas of art, architecture, the humanities, and social sciences. Some of the significant collections within ARTstor include: images from the Library of Congress, the Peabody Museum at Harvard, the Mellon International Dunhuang Archive, the Schlesinger History of Women in America Collection, Native American Art and Culture from the National Anthropological Archives, Smithsonian Institution and the QTVR Panoramas of World Architecture.

Materials in the collections are discoverable through MANGO, a discovery service developed at the Florida Academic Library Services Cooperative (FALSC), on the Cook Library website, and through EBSCO EDS on the USF Libraries website. These platforms allow users to simultaneously search print and electronic collections (books, journals, media) using metadata from the libraries' catalog and various databases.

Resident print and electronic collections are augmented by interlibrary lending services. UBorrow is a service that enables users to borrow materials directly from other State University System and Florida College System libraries. Users initiate a request for an item directly in the statewide online union catalog. A delivery system administered by the Tampa Bay Library Consortium shuttles materials back and forth between the state university libraries. Requests are filled within 1-3 days. Interlibrary loan is a service that draws from libraries around the world through OCLC's WorldCat via our ILLIAD client. Current faculty, staff and students can create an account in ILLIAD and request materials by supplying basic information (e.g. author, title, format, edition). The system notifies the user of status of the request, when the request arrives, and when it is due. Cook Library is a member of RAPID, a service created at Colorado State University to provide digital articles and book chapters to users very quickly (often within one day).

COLLECTIONS COUNT

Collections	Count
Books (volumes)	184,476
Journals (print)	1,411
Media	7,551
E-Books	29,235
E-Journals	58,975
Databases	927
Digitized Materials	8,099

Additional library resource statistics are listed in annual Fact Books [2017-18, 2016-17, 2015-16]

Library services

Cook Library is organized around its service offerings. Librarians focus on research and instruction services while specializing in functional areas (information literacy, data services, digital scholarship, and systems/metadata/assessment). Librarians liaise with faculty from across the academic program's divisional structure, enabling cross pollination of disciplines and collaborations that transcend disciplinary boundaries. Faculty librarians partner with instructional faculty from the Humanities, Social Sciences, Natural Sciences divisions, often attending divisional meetings, participating in various events, attending lectures, concerts and other intellectual offerings. Liaison librarians work with faculty on a variety of projects and services and share feedback that they receive with Library staff in order to improve services, create new services, build collections, and help promote library offerings to faculty and students.

Librarians and staff at Cook Library offer a variety of services to the New College community. Circulation services include generous loan periods for books (semester-long for students; academic year for faculty), print and electronic reserves, unmediated borrowing from all state university library collections, and interlibrary loan. Course reserve services are available in-print and online. Staff work with instructors within the parameters of copyright and fair use guidelines to link to desired readings for courses in the campus Learning Management System, Canvas. Print materials are placed on reserve at the library service desk.

An Information Literacy program has been developed to provide students with opportunities to build strong research and critical thinking skills. Librarians partner with instructional faculty to create exercises and assignments to help students develop information skills. Reference consultation services are available to all students, faculty and staff. Basic information services (e.g. reference triage) are provided by service desk staff with referrals made for those needing more intensive research services with a librarian. Additionally, students may set up individual appointments with a librarian. Librarians partner with instructional faculty to

develop course-based learning experiences. Workshops, seminars and other learning opportunities are developed and offered by librarians and other staff in Cook Library. Students, faculty and staff are welcome to engage in these activities.

Information Services

Reference Transactions	1,430
In-depth Consultations	307
Virtual Reference	92
Group Presentations	66
Attendance	551

Cook Library provides intensive support to students for their senior projects/theses. Librarians work closely with students in determining research strategies, identifying appropriate databases and other information resources, evaluating search results for quality and relevance, and tending to other matters related to research. The Educational Technology Services staff provides technological support to students who may need to employ technology in their projects. The Quantitative Resource Center assists students working with data for their project, helping to identify ways to draw conclusions from statistics as well as basic mathematics review. The Writing Resource Center offers one on one tutoring for thesis students, often referring students to a librarian for follow-up consultations on their research.

Librarians and staff work closely with faculty to build the collections of Cook Library. There has been a long-standing tradition of faculty involvement in the selection process, and librarians and faculty are largely responsible for building the resident collections. Faculty can request materials via a form on the library website, through an email to a librarian, or by communicating with a librarian or staff member.

Faculty, students, and librarians all play a role in developing collections at Cook Library. Faculty members request materials for purchase, and the Library fulfills most of these requests. Students also forward suggestions for acquisition, and librarians and staff will determine how best to acquire these materials – purchase, interlibrary loan, pay-per-view, etc. – and in what format. Librarians also play a role in identifying items for the collections, identifying items that bring together multiple disciplines or fall outside of the expertise of faculty.

The Library administers a digital repository for digitized local collections, faculty scholarship, and teaching objects, data sets, and senior theses. Librarians work with faculty and students who need assistance with accessing data sets, with depositing research data in open repositories, and who need metadata expertise.

Among the services offered by the Jane Bancroft Cook Library are

- Access to print, journal and media collections
- Print/tangible media course reserves
- Digital course reserves via Canvas
- Interlibrary lending via UBorrow and Illiad
- Ex Libris Aleph integrated library enterprise system
- Access to Mango (library discovery service) via the library website
- Access to the USF eResource portal
- EZProxy service for user authentication
- New College Digital Repository - Sobek (student theses; institutional archives; faculty research)
- LibGuide creation and maintenance for courses, research and other projects
- Information literacy in-class instruction from a faculty librarian
- Training in various digital scholarship tools

- Exhibits and displays (e.g. National Archaeology Month; Black History Month)
- Socio-Academic events (e.g. Games Night; Research Café)
- Marketing and information via library website

Library Usage

	2017-18
Circulation	15,826
Interlibrary Loan (borrow)	4,982
Interlibrary Loan (lend)	3,597
Reference Queries	1,829
Gate Counts	127,217

Planning and user engagement

Cook Library's Strategic Plan was developed in consultation with stakeholders and is aligned with the priorities of New College as laid out in the *Cultivating Curiosity. Unleashing Potential. The Strategic Plan for New College of Florida (2018-28).* The library plan focuses on services, student success, community engagement, and collections and resources. Student Retention is an underlying theme of the plan, with a focus on community engagement, enhancement of the academic program, and promoting scholarship and the reputation of the College. Information Literacy is a prominent goal in this plan as the College has identified the need for students to develop research and information skills. The plan also addresses collections, communications with stakeholders, community engagement, facility issues, and enhancing existing services while developing new ones.

Cook Library maintains a strong focus on its users, students and faculty alike. The Library administration interacts with the New College Student Association (student government) through an elected student library representative. This representative meets regularly with the dean and other key staff to discuss issues of importance to students as well as to share information about new and/or revised services, and improvements to the library facility. The Dean annually assembles a Student Advisory Committee consisting of students representing both New College and the University of South Florida, Sarasota-Manatee. The Dean meets regularly with the New College Academic Administrative Council where communication about the Library and its services and collections is shared with chairs from the three academic divisions.

Cook Library hosts numerous events, displays, exhibits, lectures and other activities during the course of the academic year. An Events and Exhibits Committee, with members drawn from library faculty and staff, plans, coordinates, and markets these activities. These events include socio-academic Collaboration with faculty and other departments at the college, as well as the broader community, is a mainstay for these activities.

Events (2017-18)

	Number of Events	**Participants**
Socio-academic	18	958
Academic/Learning	27	130
TOTAL	45	1088

Other facilities and learning information resources to support the academic program

- Heiser Natural Sciences Complex: The 56,000-square-foot Heiser Natural Sciences Complex includes teaching and research labs for chemistry, biochemistry, biology, bioinformatics, computational science, mathematics and physics. A state-of-the-art Optical Spectroscopy and Nano-Materials laboratory and a research greenhouse are part of the complex. The chemistry labs, which include a 24-station teaching lab with transparent fume hoods, are well equipped for organic, inorganic, and physical chemistry projects, as well as for biochemistry and molecular biology. Within them, students have access to research grade instruments like a 60 MHz and a 250 MHz NMR spectrometer, several FTIR and UV-visible spectrophotometers, a fluorimeter, an inert atmosphere glove box, electrochemical equipment, a GC-MS, a room-temperature microwave spectrometer, and a real-time PCR. The second floor contains three biology research laboratory spaces.

- Pritzker Marine Biology Research Center: This facility boasts seven research labs and over 100 aquaria, anchored by a 15,000-gallon research and display tank. Each tank in the Living Ecosystem Teaching and Research Aquarium features a different captive ecosystem, several with a camera to send images to a streaming video server. Through a natural filtration system designed by students, the center draws and recycles water from Sarasota Bay.

- The New College Public Archaeology Lab focuses on research into the region's past and provides opportunities for civic engagement with surrounding communities. The Lab features laboratory space for processing and interpreting artifacts, an office for archaeological site reports, and geographic information systems, and storage space for excavated finds as well as equipment for archaeological excavations and heritage analysis. The Ball Anthropology Lab and Seminar Room houses a 2,000-volume library on Mesoamerican anthropology. It also contains a collection of anthropology texts and manuals, a series of hominid and primate skulls, a slide collection, an oral history archive, audio-visual and photographic equipment, and a computer workstation for student use.

- The Social Science Research Laboratory (SSRL) provides access to eight workstations, quantitative software (SAS, SPSS, Stata, eViews) and qualitative software (HyperResearch, NVivo), as well as ArcGIS.

IT resources (including help desk)

To ensure students have access to necessary learning software and technology resources, NCF houses three computer labs on campus, including labs dedicated to specific disciplines. The three labs provide 105 computers with various software packages. The Academic Resource Center, housed in the library, offers open use computers with licensed software in addition to computers dedicated for use in the Quantitative Resource Center, the Writing Resource Center, and the Language Resource Center. Through the Educational Technology Services office, students can check-out laptops for digital arts.

In addition to these physical labs, the Information Technology division offers a Virtual Desktop Infrastructure (VDI) for students to access licensed software from anywhere on or off campus. The VDI is available to all students and can support up to 20 concurrent connections.

In addition to the VDI, students also have access to cloud-based tools including Microsoft 365 and Google Apps for education. These tools offer access from anywhere to standard office applications via web browser.

To support the demand for the VDI and web-based applications, NCF has two internet connections totaling 1.5 Gbps of bandwidth. The core internal infrastructure backbone is connected by dual 10 Gbps connections and each building on campus is connected either by a 1 Gbps or 10 Gbps uplink. Port speeds to the endpoints are either 1 Gbps or 100 Mbps. Additionally, NCF offers wireless connections using 802.11N and AC standards. Wireless access is available in all residence halls, classrooms, and common spaces.

To assist students, faculty, and staff with technological issues, the IT Help Desk is open from 8am-5pm Monday through Friday. Users can submit an electronic help desk request or email the Help Desk anytime. IT offers an Information Support Team and a Technology Support Team to address submitted issues.

Educational Technology Services (including learning management system)

Educational Technology Services (ETS), housed within the Academic Resource Center, supports NCF students, faculty, and staff by administration of Canvas (the learning management system), installing and maintaining classroom audio-video technologies, providing access to educational technology equipment, training and project support. ETS Staff includes a Director of Educational Services, an Audio-Video Specialist and a Computer Support Specialist. ETS staffers support a wide variety of software applications and help New College constituents in identifying and using the best tools for academic and research-oriented projects. ETS joined the Writing Resource Center and Quantitative Resource Center to establish the Info Commons within the library, a place to support student learning through technology, media, and assistance with writing and quantitative skills.

ETS offers a series of workshops each term for faculty and staff, focusing on best practices of using instructional technology to support student success. Beginning in Fall 2018, ETS has produced and shared with faculty and staff a weekly, two-minute video tutorial on contemporary educational technologies.

ETS academic support services for students include the following:

- By-appointment computing or audio-visual support for academic projects.
- Software support in a variety of areas (e.g., research and statistical software, digital media production and editing, web publishing).
- Processing video materials and providing instruction in digital editing.
- Media Lab equipped with the Adobe Creative Suite, Office 365 and Sketchup software.
- Scanners for images, texts, and slides that students and faculty can use to digitize materials for use in classroom instruction, presentations, and research projects.
- Checkout of audio-video equipment in support of academic projects.
- Poster printing for academic projects and conference presentations.

ETS academic support services for faculty and staff include the following:

- Loan or checkout of equipment and peripheral devices used for instruction and research.
- Training in the use and of a wide variety of educational technology and audio-video equipment.
- Computing support for academic projects and instructional needs.
- Training in software applications for teaching, research, productivity, and administrative functions.
- Poster printing for academic projects and conference presentations.

The Technology Committee, with representatives from Academic Affairs, IT, Finance and Administration, the faculty and student body, functions as an advisory group for monitoring and making recommendations on the overall direction and plans for the College's technology.

Academic Resource Centers

Services provided by the Academic Resource Centers – the Language Resource Center, Off-Campus Study/Study Abroad, Educational Technology Services, the Writing Resource Center, and the Quantitative Resource Center – are discussed in response to SACSCOC Principle 12.1 (Student Support Services).

Evaluation of adequacy of library and learning/information resources

Cook Library maintains a strong focus on its users, students and faculty. The Library administration interacts with the New College Student Association (student government) through an elected student library representative. This representative meets regularly with the dean and other key staff to discuss issues of importance to students as well as to share information about new and/or revised services, and improvements to the library facility. The Dean annually assembles a Student Advisory Committee consisting of students representing both New College and the University of South Florida, Sarasota-Manatee. The Dean meets regularly with the New College Academic Administrative Council where communication about the Library and its services and collections is shared with chairs from the three academic divisions.

Cook Library assesses its services, collections, spaces and events. The Systems, Metadata and Assessment Librarian has developed a holistic assessment program that provides administration and staff valuable data and feedback about users' behavior and perspectives. Surveys have been administered to students in the past, and a suggestion box has been strategically placed to elicit comments about library services from students and other users. The Dean works with the New College Student Association Library Representative on a number of issues including communicating with students and addressing student library needs.

The Baccalaureate Student Survey, administered to graduating seniors each year, provides a useful summary of evidence supporting the sufficiency of library and learning/information resources. The following table displays the percent of seniors who indicated library resources were very well or adequately provided.

Although the response rate varied from 64% to 90% in the surveys summarized below, the responses clearly and consistently indicate NCF students are satisfied with the library and learning/information resources provided by NCF. Additional BSS results are provided in response to SACSCOC Principles 7.3 (Administrative Effectiveness) and 8.2c (Outcomes – academic and student services).

Percent of graduating seniors who indicate each service was *very well* or *adequately* provided

	2012 (64% response rate)	2015 (90% response rate)	2018 (81% response rate)
Silent study room	**	**	99%
Library book collection	90%	95%	98%
Col-LAB	**	**	98%
Library databases / electronic resources	97%	99%	96%
Library electronic reserves	97%	99%	96%
Inter-library loan	97%	99%	96%
Group study rooms	**	**	95%
Archives / special collections	**	**	95%
ETS audio-visual support	**	98%	95%
Library audio visual collection	100%	98%	94%
Library print reserves	96%	95%	94%
Mac/Media lab	**	**	94%
Canvas (learning management system)	**	**	93%
ETS equipment loan	**	**	91%
Study / thesis carrel	**	**	90%
ARC computer lab	100%	99%	89%
Library print periodical collection	96%	98%	**

* Percentages are based on the total number of students who responded to each item

** Item was not included on this year's BSS

Another way to evaluate the adequacy of library and learning/information resources is by comparing library holdings, expenditures, and circulation statistics to that of other institutions. The following table compares IPEDS library statistics from the 2016-17 academic year (the most recent data available) for the following groups of institutions:

- Peers: 12 peer institutions selected in March 2017 by the NCF Director of Institutional Performance Assessment. The peer institutions are: Earlham, Evergreen State, Hampshire, Hendrix, Millsaps, Pitzer, Washington & Jefferson Colleges; Massachusetts College of Liberal Arts; Southwestern University; St. Mary's College of Maryland; University of Minnesota, Morris; University of Wisconsin, Superior.
- COPLAC: The 28 institutions forming the Council of Public Liberal Arts Colleges.
- SUS median: The twelve institutions forming the Florida State University System.
- Top 25: The top 25 liberal arts schools identified by U.S. News and World Report in 2018.

These peer groupings are the same schools that provide comparisons for SACSCOC Principle 8.1 (Student achievement) and 6.1 (Full-time faculty). To control for the size of each institution, each IPEDS library statistic has been calculated at a per student rate (using the 12-month headcount enrollment for each school in 2016-17).

For example, the table shows that the NCF library held a collection of 259 physical books, media, and serials per student in 2016-17. The green-shaded cells indicate that this value compares favorably to the median peer institution, COPLAC institution, and SUS institution.

2016-17 Library Holdings, Circulation, Expenditures, and Loans per Student

		Median values for peer groups			
	NCF	Peers	COPLAC	SUS	Top 25
Total physical library collection (books, media, serials)	259	183	55	40	305
Electronic collection (books, databases, media, serials)	34	323	93	33	387
Total library holdings (physical + electronic) per student	393	468	145	79	780
Total materials / services expenditures	147	335	107	118	1011
Total operations and maintenance expenditures	47.6	77.1	25.8	15.8	167
Total library circulations (physical and electronic)	36.5	17	11.5	11.8	101
Interlibrary loans provided to other libraries	3.8	0.9	0.6	0.3	3.5
Interlibrary loans received	6.8	1.2	0.7	0.2	3.6

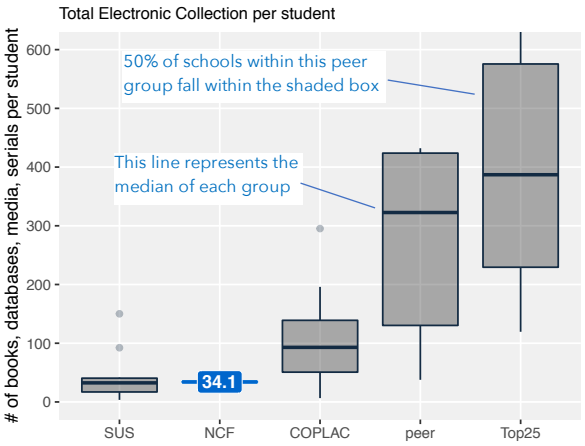
Source: IPEDS Data Center

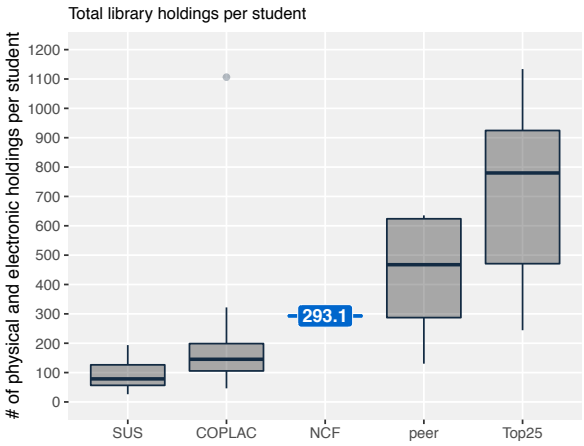
All values represent per student numbers (based on 12-month headcount enrollment in 2016-17)

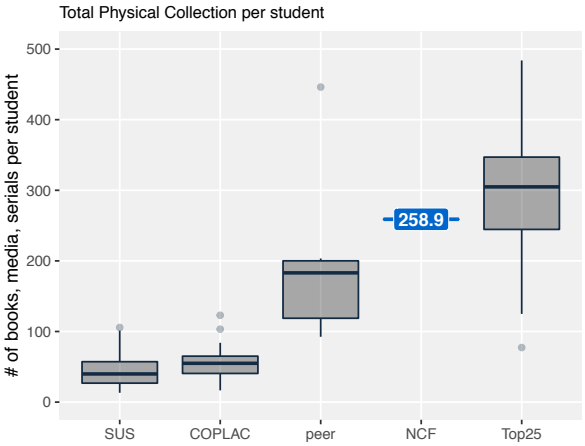
Green cells = NCF exceeds the median of this comparison group on this metric

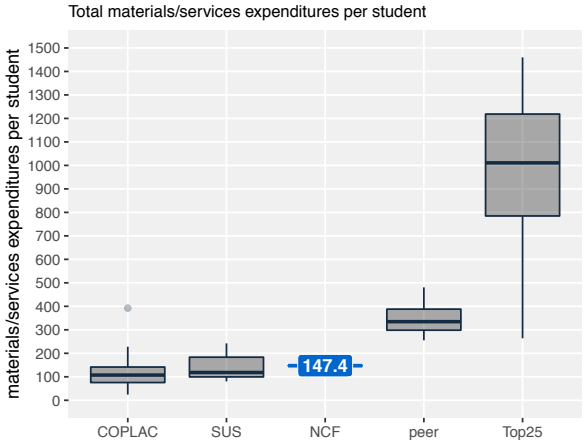
The proportion of green-shaded cells in the table provide evidence as to the adequacy of NCF's library and learning/information resources. On each statistic in the table, NCF exceeds the median value of other schools in the Florida State University System. With the exception of electronic holdings per student, NCF's library resources also exceed the median public liberal arts institution (COPLAC).

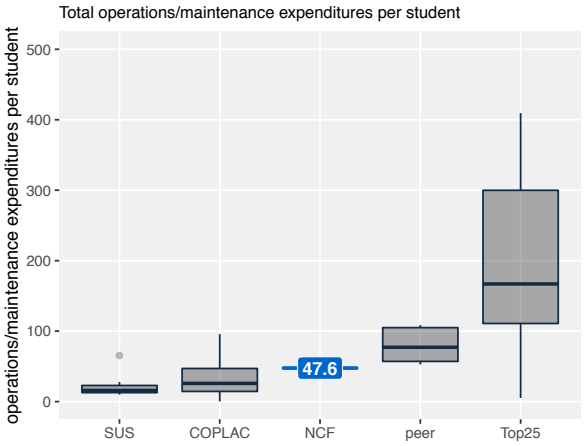
The same information is displayed in a series of boxplots on the next page:

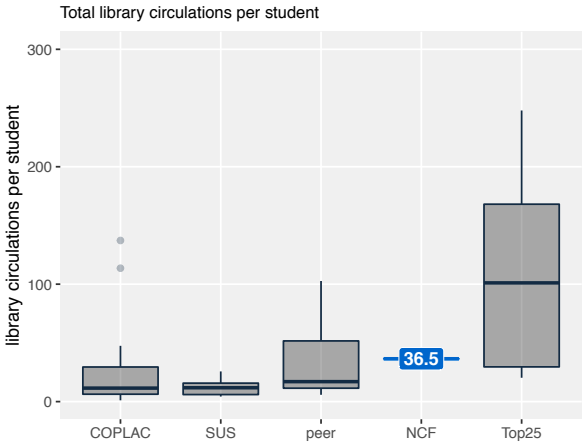

Total Electronic Collection per student
# of books, databases, media, serials per student
50% of schools within this peer group fall within the shaded box
This line represents the median of each group
34.1
SUS
NCF
COPLAC
peer
Top25

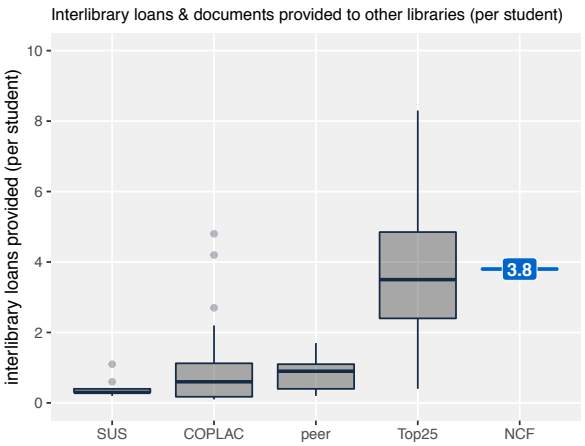

Total library holdings per student
# of physical and electronic holdings per student
293.1
SUS
COPLAC
NCF
peer
Top25

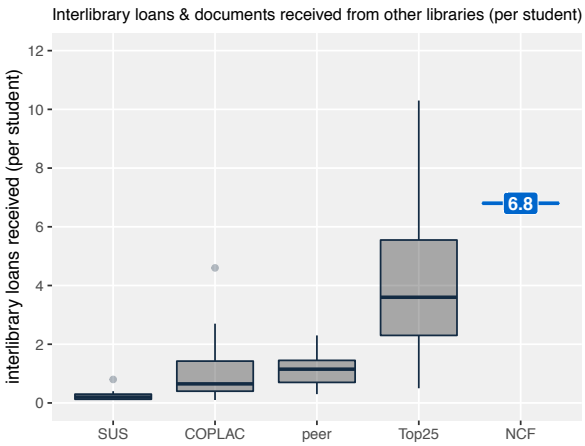

Total Physical Collection per student
# of books, media, serials per student
258.9
SUS
COPLAC
peer
NCF
Top25


Total materials/services expenditures per student
materials/services expenditures per student
147.4
COPLAC
SUS
NCF
peer
Top25


Total operations/maintenance expenditures per student
operations/maintenance expenditures per student
47.6
SUS
COPLAC
NCF
peer
Top25


Total library circulations per student
library circulations per student
36.5
COPLAC
SUS
peer
NCF
Top25


Interlibrary loans & documents provided to other libraries (per student)
interlibrary loans provided (per student)
3.8
SUS
COPLAC
peer
Top25
NCF


Interlibrary loans & documents received from other libraries (per student)
interlibrary loans received (per student)
6.8
SUS
COPLAC
peer
Top25
NCF

Conclusion

With the abundant resources provided through Cook Library and agreements with other Florida State University System schools, New College of Florida has adequate resources to fulfill its mission and meet the needs of students, faculty, and staff.

Supporting Evidence (in order of appearance)
1) Library Dean's Welcome webpage
2) ARC webpage
3) Language Resource Center
4) Off-Campus Study/Study Abroad
5) Educational Technology Services
6) Quantitative Resource Center
7) Writing Resource Center
8) Center for Engagement and Opportunity
9) 2002 Shared Services Agreement
10) e-resource collection via the USF Library electronic resources portal
11) Semester Library Hours
12) Group study rooms
13) Individual student study carrels
14) ColLAB webpage
15) Small classroom
16) Silent Study Room
17) USF-SM/NCF Shared Service Agreement
18) USF electronic resource collection
19) Florida Virtual Campus
20) Florida Electronic Library
21) Helen N. Fagin Holocaust and Genocide collection
22) UBorrow webpage
23) ILLIAD webpage
24) 2015-16, 2016-17, 2017-18 Library Statistics from Fact Books
25) Library Strategic Plan
26) 2018-28 NCF Strategic Plan
27) Heiser Natural Sciences Complex
28) Pritzker Marine Biology Research Center
29) New College Public Archaeology Lab
30) ETS Workshop sample flyers
31) ETS video tutorials playlist
32) Baccalaureate Student Survey

11.2: Library and learning/information staff

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

This section will describe the number and qualifications of staff within the Library, Information Technology, and Educational Technology Services (the same offices discussed in the previous SACSCOC Principle). The number and qualifications of staff within the Academic Resource Centers (the Language Resource Center, Off-Campus Study/Study Abroad, the Writing Resource Center, and the Quantitative Resource Center) are discussed in response to SACSCOC Principle 12.2 (Student Support Services Staff).

Institutional mission

The mission statement of NCF is:

> *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

As the state's designated residential, liberal arts, honors college, New College of Florida offers a Bachelor of Arts degree with approximately 40 areas of concentration and a single graduate program, the Master of Science in Data Science. NCF enrolls approximately 800 students and employs approximately 100 faculty.

While NCF's mission does not address research, one of the goals of the College is "to challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research." The number of qualified library and learning/information resources, then, must be sufficient for the learning and undergraduate student research mission and goals of the College.

Library: number and qualifications of staff

New College of Florida ensures the Jane Bancroft Cook Library is staffed with an adequate number of qualified professionals to accomplish its mission as the state's residential, liberal arts, honors college. The Library's organizational chart shows the Library is staffed by 15 individuals, including a Dean, four Librarians, a Coordinator of Library Operations, six Senior Library Technical Assistants, a Data Processing Specialist, a Coordinator of Administrative Services, and an Office Manager. These positions are supported by student assistants and part-time assistants.

The table on the next page summarizes the educational and experiential qualifications of staff serving the Library. The table also includes links to position descriptions for professional staff (the Dean, Librarians, and supervisors).

Name Title (position description)	Educational Qualifications	Related experience
Brian Doherty (CV) Dean of the Jane Bancroft Cook Library	Ph.D., Musicology, University of Kansas. Master of Library Services, Rutgers University. Master of Arts, Music History and Theory, Rutgers University. Bachelor of Music, Church Music, Westminster Choir College.	Dean of the Jane Bancroft Cook Library, New College of Florida/University of South Florida, Sarasota-Manatee (2009-present) Director of Library Services, Arizona State University, Polytechnic Campus. (2006-2009) Head of the Music Library, Arizona State University (2002-2006) Head of the Music Library, Missouri State University (1998-2002) Head of the Music Library, Stetson University (1994-1998) Music Librarian, Harid Conservatory of Music (1991-1994). Members' Council of the statewide Florida Academic Library Services Cooperative (FALSC); Council of State University Libraries (CSUL).
Helene Gold Librarian, Research, Instruction and Information Literacy	Master of Library Science, SUNY Albany M.Ed., Education / Instructional Technology, University of South Florida B.A., Women's Studies and Philosophy, SUNY Albany	Research, Instruction and Information Literacy Librarian, New College of Florida and University of South Florida Sarasota-Manatee (2018-present) Librarian (2015-18), Chair, Information Literacy and Research Services Department (2013-15), Tallahassee Community College Instructional Services Librarian, Associate Professor, Eckerd College, (1997-2010) Areas of expertise: web design and development, Information Literacy instruction and assessment, and student engagement. Helene has published in the areas of Information Literacy assessment, pedagogy, web design and development, and database usability.
Cal Murgu Librarian, Research, Instruction, and Digital Humanities	MLIS, Western University M.A., Cultural History, McGill University B.A., Cultural History, University of Windsor	Research, Instruction, and Digital Humanities Librarian, New College of Florida and University of South Florida Sarasota-Manatee (2018-present) Information and Research Services Co-Op Librarian, University of Waterloo (2017) Cal's research has been published in Gender & History and the Journal of Critical Library and Information Studies. His current research looks at digital knowledge infrastructure in public higher-ed. He serves on the editorial team for the Journal of Indian Ocean World Studies.
Tammera Race Librarian, Systems, Metadata, and Assessment	MLIS, University of Wisconsin-Milwaukee M.S., Horticultural Science, University of Florida B.A., Environmental Studies, New College of Florida	Systems, Metadata, and Assessment Librarian, New College of Florida and University of South Florida Sarasota-Manatee (2015-present) Natural Sciences Librarian, New College of Florida and University of South Florida Sarasota-Manatee (2014-2015) Assistant Professor, Science & Technology Catalog Librarian, Western Kentucky University (2010-2014) Librarian (per diem), Northern Maine Community College (2009-2010) Library Clerk, University of Maine-Presque Isle (2007-2010) Coordinator, Library & Managed Care Credentialing (TAMC) (2004-2006) Library & Credentialing Assistant (TAMC) (2004) Program Coordinator, Caribou Public Library (summer 2003, 2004) Tammera's publications include "Resource Discovery Tools: Supporting Serendipity" in Planning and Implementing Resource Discovery Tools (2012).

Winn Wasson Librarian, Research, Instruction, and Data Services	MLIS, University of Illinois at Urbana-Champaign M.A., International Relations, University of Chicago B.A., Government, Harvard University	Research, Instruction, and Data Services Librarian, New College of Florida and University of South Florida Sarasota-Manatee (2015-present) Instructor, Media and Politics, University of Wisconsin – Washington County (2014) Political Science instructor at Sauk Valley Community College (2009-10), Ashford University (2010-11), University of Wisconsin – Waukesha (2011-13), University of Wisconsin – Washington County (2013-14)
Ana McGrath Digitization Specialist	MLIS, University of South Florida at Tampa B.A., Classics, New College of Florida Certified Archivist, Academy of Certified Archivists	Digital Imaging Technician, New College of Florida and University of South Florida Sarasota-Manatee (2014-present) Senior Library Technical Assistant, New College of Florida and University of South Florida Sarasota-Manatee (2013-2014)
Barbara Dubreuil Library Operations Supervisor	B.A. English and American Literature; B.A., History, University of South Florida M.A. Library & Information Science, University of South Florida M.S. Aging Studies: Gerontology, University of Florida – (in process)	Coordinator of Library Operations (2013-present), Senior Library Technical Assistant – Interlibrary Loan Specialist (2005-13), Senior Library Technical Assistant – Reference Department Office Assistant (2003-05), New College of Florida and University of South Florida Sarasota Manatee
Additional position descriptions:	Senior Library Technical Assistants (6.0 FTE) Coordinator of Administrative Services (Administrative Assistant) (1.0 FTE) Office Manager/Assistant (1.0 FTE)	

Cook Library staff includes individuals with diverse backgrounds and experiences. The Dean of the Library possesses a terminal master's degree in library and information science, a Ph.D. and M.A. in musicology, and nearly 30 years of experience.

The four professional librarians hold terminal master's degrees in Library and Information Science from American Library Association-accredited institutions and possess the qualifications and relevant experience commensurate with their position descriptions. Three of the four faculty librarians are primarily responsible for research and instruction services. Additionally, each specializes in a functional area in which they serve as the lead. The three functional areas are information literacy, data services, and digital humanities. The fourth librarian serves as systems, metadata and assessment librarian, and also provides research and instruction services as needed. Among the types of activities these librarians engage in are reference consultation, including instruction, class instruction, tutorial and independent study instruction, preparation of research guides and other online resources, collection development, and outreach to faculty and students, promoting library resources and services.

The Digital Imaging Technician possesses a Master of Library and Information Science from the University of South Florida and is responsible for storage, acquisition, preservation, conservation, organization, and access to archival materials and special collections materials.

The Library Operations Supervisor also possesses a master's degree in Library and Information Science from the University of South Florida and is responsible for supervising daily operations (circulation and referrals, interlibrary loan, stacks management), supervising staff and student workers, and ensuring compliance with library policies and procedures.

Six Senior Library Technicians Para-professional staff are responsible for a variety of functions, including access services and technical services. All staff are trained in both access and technical services workflows and functions, as well as customer service. They perform duties in acquisitions, cataloging and metadata, digital repository and archives, events and exhibit support, interlibrary lending. There are 6 FTE Senior Library Technical Assistants, 1 FTE Library Operations Supervisor, and 1FTE Digitization Specialist on staff along with student and part-time OPS employees. The para-professional staff are responsible for providing service desk staffing during all hours of library operation.

The Office of the Dean of the Library includes 1 FTE USPS employee, 1 FTE Administrative and Professional employee, and the Dean of the Library. The office is responsible for administering all library services along with Educational Technology Services, the Quantitative Resource Center, the Language Resource Center, and Off-Campus Study/Study Abroad Office. Budgeting, policy making, facility administration, marketing and communications, and purchasing are among the core services provided. Acquisitions, eResource licensing, and other collection development activities also reside in the Dean's office. The Dean of the Library works closely with students and faculty in developing services and collections and implementing planning strategies. The Dean also administers collection development activities, including the negotiation of contracts, securing appropriate usage rights for resources, and donations of physical materials.

All staff meet or exceed the minimum qualifications listed in the position descriptions.

Sufficiency of library staff

The ratio of students to full-time librarians and library technicians provides a metric that can indicate the sufficiency of library and learning/information staff. The table on the following page compares NCF's ratio from 2013-2017 to that of the following groups of institutions:

- Peers: 12 peer institutions selected in March 2017 by the NCF Director of Institutional Performance Assessment. The peer institutions are: Earlham, Evergreen State, Hampshire, Hendrix, Millsaps, Pitzer, Washington & Jefferson Colleges; Massachusetts College of Liberal Arts; Southwestern University; St. Mary's College of Maryland; University of Minnesota, Morris; University of Wisconsin, Superior.

- COPLAC: The 28 institutions forming the Council of Public Liberal Arts Colleges.

- SUS median: The twelve institutions forming the Florida State University System.

- Top 25: The top 25 liberal arts schools identified by U.S. News and World Report in 2018.

These peer groupings are the same schools that provide comparisons for SACSCOC Principle 8.1 (Student achievement), 6.1 (Full-time faculty), and 11.1 (Library and learning/information resources).

The green highlighted cells indicate NCF's ratio of students to full-time librarians (and library technicians) is lower than the median of its peer groups. This supports the claim that NCF, in comparison to its peer institutions, employs an adequate number of professional staff in the library.

Median Ratio of Full-Time Librarians per Student

	2013	2014	2015	2016	2017
NCF	144	136	176	177	300
Peers	388	427	463	442	377
COPLAC	745	753	754	779	764
SUS	1278	1334	1216	1246	1355
Top 25	205	216	213	204	197

Source: IPEDS Data Center

Values represent the number of students (12-month headcount) per Full-Time Librarian

Green cells = NCF's ratio of Students per Full-Time Librarian is less than the median of this group

Median Ratio of Full-Time Librarian Technicians per Student

	2013	2014	2015	2016	2017
NCF	144	205	176	147	149
Peers	293	321	342	354	583
COPLAC	706	695	715	757	805
SUS	1369	1416	1500	1402	1490
Top 25	250	300	296	279	329

Source: IPEDS Data Center

Values represent the number of students (12-month headcount) per Full-Time Librarian

Green cells = NCF's ratio of Students per Full-Time Librarian is less than the median of this group

Educational Technology Services: number and qualifications of staff

Educational Technology Services is staffed by a full-time Director who has a master's degree in Curriculum, Instruction, and Instructional Technology, along with fifteen years of experience in instruction and technology. An experienced Audio-Visual Specialist with ten years of experience at NCF assists faculty, staff, and students with technology related to teaching, learning, and research (including the Learning Management System) and is responsible for setting up, taking down, and maintaining audio-visual/instructional technology equipment in classrooms.

Name Title (position description)	Educational Qualifications	Related experience
Angie Fairweather (CV) Director, Educational Technology Services	M.Ed., Curriculum & Instruction, Instructional Technology, University of South Florida B.S., Marine Science, Texas A&M University, Galveston.	Director of Educational Technology Services, New College of Florida (2018 - present) Instructional Design Specialist, State College of Florida (2016-2018) Science Teacher, Florida Virtual School (2013-2016) Curriculum & Instructional Design Technology Specialist, Manatee County School District (2011-2013) NASA Climate Change Education Professional Development Panelist / Consultant (2010-2011) Online Advisor (part-time), National Science Teacher Association (2010-2011)

		Science Resource Teacher (Title I), Hillsborough County School District (2006-2010) Staff Chemist, Chemical Ecology Research Program, Mote Marine Laboratory (2003-2005)
Scott Swanson Audio-Visual Specialist	B.S., Communication (concentration in Audio Production), Ohio University	4 years of experience with low voltage cabling/infrastructure installation (data, phone) 6 years of experience as an audio engineer for a production company (sound, lighting, and video) 10 years of experience as an AV Specialist at NCF

IT Help Desk: number and qualifications of staff

The mission of the NCF Office of Information Technology (IT) is to "utilize technologies that sustain and advance the overall mission of the College through support of its programs for instruction, research, student services and administration." In addition, IT increases effectiveness and efficiency (productivity) in those areas by helping campus leaders combine the use of technology with best business practices.

The Office of Information Technology at New College is staffed by 16 professionals organized into three units: Administrative Computing, Network System Services, and User Support Services. Unit duties range from basic functions such as installing applications and configuring computers, to complex functions such as designing information databases and computer networks. Duties also include data management, networking, engineering computer hardware, database and software design, as well as the management and administration of multiple systems.

As the IT organizational chart shows, the Office of Information Technology is led by co-Directors. The Director of Network & Technology Services has 13 years of IT experience, degrees in both Information Technology and Networking Security, and is certified with ISC2's CISSP (Certified Information Systems Security Professional). This Director is responsible for all server and network systems, including LAN/WAN networks, voice, data, storage, application, E-911, network security software and appliances, and all network wireless systems. In addition, this Director serves as the College's Information Security Officer, responsible for designing and implementing industry best practices as it relates to information security for IT related assets.

Direct reports to this Director include server systems administrators, network administrators, and the Director of Technology Support who oversee the help desk manager and support staff. The Administrators have a minimum of 5 years of experience in their respective areas as well as a variety of certification from CompTia A+, Net+, Security+ and Cisco's CCNA.

The Director of Administrative Computing with a Bachelor of Business Administration in Computer Information Systems and 26 years of experience is responsible for leading the Application Support and Development (ASD) team. The ASD team has primary responsibility for the day-to-day management, operation and support of the College's Banner enterprise system and related interfaces. Positions reporting to the Director of Administrative Computing include the Associate Director of Administrative Computing (holding a Bachelor of Arts degree and 37 years of experience), two Computer Applications Coordinators (one with a Bachelor in Information Technology degree, the other with a Bachelor of Arts in Liberal Arts degree, and each with nearly 3 years of experience), and an Administrative Assistant with 14 years of experience.

The level of staffing within IT, and especially within the IT Help Desk, were able to close 2890 (94.2%) of the 3069 total requests they received in 2018-19.

Professional development

Cook Library and New College of Florida support the professional development of full-time library faculty and staff. The Office of the Provost provides $1800 to each faculty librarian each year to attend conferences, workshops, and seminars appropriate to their areas of responsibility. Additional funds are available from a general professional development pool administered by the Provost's Office.

Conclusion

New College of Florida employs an adequate number of highly qualified professional and other staff to serve students, faculty, and staff through the Jane Bancroft Cook Library, Educational Technology Services, and Information Technology support. The education, training, and related experience of all professional and support staff meet or surpass the minimum qualifications stated in the position descriptions.

Supporting Evidence (in order of appearance)
1) Library's organizational chart 2) Curriculum Vita: Brian Doherty, Dean, Library 3) Position description: Dean of the Jane Bancroft Cook Library 4) Position description: Librarian, Research, Instruction and Information Literacy 5) Position description: Librarian, Research, Instruction, and Data Services 6) Position description: Digital Imaging Technician 7) Position description: Library Operations Supervisor 8) Position description: Senior Library Technical Assistants 9) Position description: Coordinator of Administrative Services (Administrative Assistant) 10) Position description: Office Manager/Assistant 11) CV/Resume: Angie Fairweather 12) Position description: Director, Educational Technology Services 13) Position description: Audio-Visual Specialist 14) IT organizational chart shows

11.3: Library and learning/information access

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) allows students and faculty to take full advantage of its learning resources by providing access and user privileges to its library services and regular instruction in the use of the library.

(a) Student and faculty access and user privileges to library services

Access to the physical library and its resources

The Jane Bancroft Cook Library is open 7 days per week for a total of 107 hours during academic terms. During midterm and final exam periods, additional hours are added past the normal 1:00 a.m. closing hour.

Semester Library Hours:

Sunday:	10:00 a.m.	–	1:00 a.m.
Monday:	8:00 a.m.	–	1:00 a.m.
Tuesday:	8:00 a.m.	–	1:00 a.m.
Wednesday:	8:00 a.m.	–	1:00 a.m.
Thursday:	8:00 a.m.	–	1:00 a.m.
Friday:	8:00 a.m.	–	9:00 p.m.
Saturday:	10:00 p.m.	–	9:00 p.m.

Summer Library Hours:

Sunday:	1:00 p.m.	–	9:00 p.m.
Monday:	8:00 a.m.	–	9:00 p.m.
Tuesday:	8:00 a.m.	–	9:00 p.m.
Wednesday:	8:00 a.m.	–	9:00 p.m.
Thursday:	8:00 a.m.	–	9:00 p.m.
Friday:	8:00 a.m.	–	6:00 p.m.
Saturday:	(closed)		

(note NCF does not offer summer courses)

The service desk is staffed with qualified, para-professional library staff along with student workers 7 days per week for a total of 96 hours. Weekend hours are covered by para-professional library staff, part-time staff, and student workers.

NCF faculty, staff, and student users have on-campus access to the library's physical collection of 184,476 books, 1,411 journals, 7,551 media, 22 open computer workstations, 7 computers dedicated to high end media software, 2 flatbed scanners, 1 slide scanner, and 1 orbital scanner. On-campus users also have access to the Library Academic Resource Center (ARC) services, including the Off-Campus Study/Language Resource Center, Educational Technology Services and the Quantitative Resource Center. Computers in the ARC media lab are equipped with software for media editing, statistical work (SAS; R), music writing and editing, and GIS mapping.

Resident print and electronic collections are augmented by interlibrary lending services. UBorrow is a service that enables users to borrow materials directly from other State University System and Florida College System libraries. Users initiate a request for an item directly in the statewide online union catalog. A delivery system administered by the Tampa Bay Library Consortium shuttles materials back and forth between the state university libraries. Requests are filled within 1-3 days. Interlibrary loan is a service that draws from libraries around the world through OCLC's WorldCat via our ILLIAD client. Current faculty, staff and students can create an account in ILLIAD and request materials by supplying basic information (e.g. author, title, format, edition). The system notifies the user of status of the request, when the request arrives, and when it is due. Cook Library is a member of RAPID, a service created at Colorado State University to provide digital articles and book chapters to users very quickly (often within one day).

While NCF does not have off-campus instructional sites or online courses, students and faculty do have remote access to library and learning resources. Virtual services are available to students 24-hours per day, 7 days per week via the Cook Library website and the USF electronic resources portal. Among the available services and collections are 58,975 electronic journals, 29,235 electronic books, 927 databases, 8,099 digitized materials, as well as web-based tutorials, course/subject guides, and other research information.

Off-site users also have access to resources via the statewide Florida Electronic Library. Users can also access electronic databases through the Florida Academic Library Services Cooperative (FALSC) which also administers and hosts the statewide Integrated Library System (Ex Libris Aleph) and Discovery Service (Mango).

Additional library resource statistics are listed in annual Fact Books [2017-18, 2016-17, 2015-16]

Access to library services

Librarians and staff at Cook Library offer a variety of services to the New College community. Circulation services include generous loan periods for books (semester-long for students; academic year for faculty), print and electronic reserves, unmediated borrowing from all state university library collections, and interlibrary loan. Course reserve services are available in-print and online. Staff work with instructors within the parameters of copyright and fair use guidelines to link to desired readings for courses in the campus Learning Management System, Canvas. Print materials are placed on reserve at the library service desk.

Among the services offered by the Jane Bancroft Cook Library are

- Access to print, journal and media collections
- Print/tangible media course reserves
- Digital course reserves via Canvas
- Interlibrary lending via UBorrow and Illiad
- Ex Libris Aleph integrated library enterprise system
- Access to Mango (library discovery service) via the library website
- Access to the USF eResource portal
- EZProxy service for user authentication
- New College Digital Repository - Sobek (student theses; institutional archives; faculty research)
- LibGuide creation and maintenance for courses, research and other projects
- Information literacy in-class instruction from a faculty librarian
- Training in various digital scholarship tools
- Exhibits and displays (e.g. National Archaeology Month; Black History Month)
- Socio-Academic events (e.g. Games Night; Research Café)
- Marketing and information via library website

The following table summarizes library usage statistics for the 2017-18 academic year:

Library Usage

	2017-18
Circulation	15,826
Interlibrary Loan (borrow)	4,982
Interlibrary Loan (lend)	3,597
Reference Queries	1,829
Gate Counts	127,217

User privileges

The privileges extended to students by the library do not substantively differ from the privileges extended to faculty. Students are able to check-out collection materials for one semester, while faculty get an entire year. The only other difference is that library staff work much more closely with faculty in purchasing and licensing collection materials.

(b) Access to regular and timely instruction in the use of library and learning resources

An Information Literacy program provides students opportunities to build strong research and critical thinking skills. Through this program, Librarians partner with instructional faculty to create exercises and assignments to help students develop information skills. Librarians also partner with instructional faculty to develop course-based learning experiences

To effectively serve the NCF campus community, reference consultation services are available to all students, faculty and staff. Basic information services (e.g. reference triage) are provided by service desk staff with referrals made for those needing more intensive research services with a librarian. Additionally, students may set up individual appointments with a librarian.

Librarians and other library staff have also developed and offered workshops, seminars and other learning opportunities. The following table summarizes the activities the library engaged in during the 2017-18 academic year to provide instruction in the use of library and learning resources:

Reference Transactions	1,430
In-depth consultations	307
Virtual reference	92
Group presentations	66
Attendance	552

Library staff provide support through each student's education at NCF, including intensive support to students preparing their senior projects or theses. Librarians work closely with students in determining research strategies, identifying appropriate databases and other information resources, evaluating search results for quality and relevance, and tending to other matters related to research.

Students working on senior projects also receive intensive support from the Academic Resource Center. Educational Technology Services (ETS) staff provide technological support to students who may need to employ technology in their projects. The Quantitative Resource Center assists students working with data, helping to identify ways to draw conclusions from quantitative data as well as basic mathematics review. The

Writing Resource Center offers one-on-one tutoring for thesis students, often referring students to a librarian for follow-up consultations on their research.

Cook Library maintains a strong focus on its student and faculty users. The Library administration interacts with the New College Student Association (student government) through an elected student library representative. This representative meets regularly with the dean and other key staff to discuss issues of importance to students as well as to share information about new and/or revised services, and improvements to the library facility. The Dean annually assembles a Student Advisory Committee consisting of students representing both New College and the University of South Florida, Sarasota-Manatee. The Dean meets regularly with the New College Academic Administrative Council where communication about the Library and its services and collections is shared with chairs from the three academic divisions.

To further encourage the use of library services, the Library hosts events, displays, exhibits, and lectures. An Events and Exhibits Committee, with members drawn from library faculty and staff, plans, coordinates, and markets these activities. These events include socio-academic collaboration with faculty and other departments at the college, as well as the broader community. The following table summarizes the number of events offered (and participants across the events) during the 2017-18 academic year:

	Events	Participants
Socio-academic	18	958
Academic/Learning	27	130
TOTAL	45	1088

Instruction in the use of library and learning resources for graduate students

NCF offers a single graduate program, the Master of Science in Data Science (MSDS). All librarians work with MSDS students and faculty on library use, data management skills, and the research process. Additionally, the Library offers workshops in management and metadata techniques for datasets and has created a Data Science LibGuide for reference. MSDS students have worked with librarians on projects, including the data and assessment of library collections, and studies of library-generated data.

Librarians have also delivered workshops focusing on topics related to the MSDS program, such as a 2016 workshop on metadata. The Library has also published a list of resources for the Data Science program.

Conclusion

New College of Florida offers access to resources and services for the residential, primarily undergraduate student population that it serves. NCF also offers resources and services electronically that serve both the undergraduate and graduate student populations. Through regular workshops, group presentations, virtual resources, and one-on-one consultations, the library offers students regular and timely instruction in the use of library and learning resources.

Supporting Evidence (in order of appearance)
1) Semester library hours (library website) 2) Summer Hours 3) UBorrow 4) ILLIAD 5) Florida Electronic Library 6) Fact Books: 2017-18, 2016-17, 2015-16 7) Data Science LibGuide 8) 2016 workshop on metadata 9) List of resources for the Data Science program

Section 12: Academic and Student Support Services

12.1: Student support services [CR]

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

As the designated residential, liberal arts honors college of the state of Florida, New College of Florida (NCF) provides academic and student support programs, services, and activities to enhance the student experience and support the institutional mission to prepare intellectually curious students for lives of great achievement.

Brief institutional profile and organizational structure for academic and student support services

NCF is described by its mission statement:

> *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

NCF is a small, single-campus, residential, liberal arts honors college, enrolling less than 800 full-time undergraduate students (with at least 80% living on-campus) and approximately 30 graduate students in its Master of Science in Data Science program.

As institutional organizational charts indicate, the wide variety of academic and student support services provided to students and faculty are primarily organized and coordinated through two entities: Academic Affairs (led by the Provost and Vice President of Academic Affairs) and Student Affairs (led by the Dean of Student Affairs). Reflecting the integration of support services across the entire College, other entities also offer key support services (e.g., the Office of Outreach, Engagement, and Inclusion; the Office of Financial Aid, and Campus Police).

To provide students access to information on support services beyond what appears on the institutional website, brief descriptions of academic and student support services are published in the Undergraduate General Catalog and Graduate Catalog.

Note that information on library and learning support services – outside those services offered by the Academic Resource Center – is provided in response to SACSCOC Principle 11.1 (Library and learning/information resources). Qualifications of staff providing academic and student support services are provided in response to SACSCOC Principle 12.2 (Student support services staff) and 11.2 (Library and learning/information staff). Evidence of the effectiveness of academic and student support services is provided in response to SACSCOC Principle 8.2c (Student outcomes: academic and student services).

Academic Affairs: appropriateness of academic support services

Academic Resource Center (ARC)

The Academic Resource Center (ARC), opened in 2009 in the Jane Bancroft Cook Library, is a place where students and faculty can congregate, study, and collaborate on academic projects. The ARC houses the Writing, Language, and Quantitative Resource Centers; Educational Technology Services, an open-use computer lab, a technology-rich seminar room, two booths with computer equipment for study, and a media lab. Students use the ARC to study, participate in TA sessions, participate in foreign language conversation groups, make voice recordings, edit video, scan documents, and receive individualized attention. Flexible furniture characterizes the ARC with numerous whiteboards, tables and chairs, encouraging students to move things around to work in the most efficient manners. Computers in the media lab are equipped with software for media editing, statistical work (SAS; R), music writing and editing, and GIS mapping.

Writing Resource Center (WRC)

The Writing Resource Center (WRC) serves NCF students, staff, and faculty by offering direct support for both academic and nonacademic writing. Appropriate for the heavy writing requirements of the NCF academic program (as evidenced by the senior thesis / project requirement), the mission of the WRC is to promote "writing as the practiced skill of employing it as a tool for structuring thought so that it might be clearly presented in language to an audience for the purpose of understanding."

The WRC houses NCF's efforts to improve student writing, through formal writing courses offered as part of the Writing Program, thesis support for students (including a Thesis Guide), and resources for student writers (including one-on-one writing conferences with Student Writing Assistants, writing workshops, social events, and thesis writing groups). Demonstrating a commitment to serving student writers in all disciplines, the WRC hires and trains Student Writing Assistants from disciplines within each academic division.

The WRC also provides support services for faculty. The WRC assists faculty in designing courses and writing assignments, and also partners with faculty to provide classroom writing support materials, in-class or out-of-class workshops, and thesis support services. The WRC also assists academic programs in improving the writing skills of students by developing area-specific writing plans and writing-enhanced courses and seminars in critical inquiry. To inform faculty of the services it provides, the WRC publishes a FAQ for faculty on its website.

Demonstrating the demand for WRC services, 412 students (half of the entire student body) visited the WRC for a total of 1,447 appointment in 2018-19 (including 160 first-year students visiting 440 times and 86 thesis students who came for 485 appointments). From 2013-14 until 2018-19, the student usage rate of the WRC increased from 28.5% to 50.2%. The number of students enrolling in writing-enhanced courses has also increased from 49 students in the graduating class of 2016 to 97 students in the 2018 graduating class.

Students who take advantage of WRC services are satisfied. The 117 graduating seniors who responded to the 2018 Baccalaureate Student Survey indicated a high level of satisfaction with an average score of 2.4 on a scale in which 2 represents services were adequately provided.

Quantitative Resource Center (QRC)

The Quantitative Resource Center (QRC) assists the NCF community in working with quantitative matters. The QRC provides individual and small-group peer tutoring for students needing assistance with basic mathematics, applied statistics, chemistry, physics, and computational software.

While peer tutors work with undergraduates, the Coordinator of the QRC also provides consultative services for advanced students needing assistance with applied statistics, data procurement, and data preparation.

In 2018-19, the QRC served 180 students through more than 700 tutoring sessions, with the Coordinator of the QRC consulting with students more than 100 times.

Graduating seniors indicate satisfaction with QRC services. The graduating seniors responding to the 2018 Baccalaureate Student Survey rated QRC services an average satisfaction score of 2.3 (on a scale from 1-3, where 2 indicates services were *adequately* provided).

Off-Campus Study / Study Abroad / Language Resource Center

The mission of Off-Campus Study / Study Abroad / the Language Resource Center is (1) to enhance language learning and teaching at NCF by providing a range of traditional and technological resources and self-instructional materials, as well as a space that facilitates and encourages interaction between language learners on campus and (2) to promote cross-cultural awareness by providing facilitation and support for students seeking opportunities to study outside of NCF, in the United States or abroad. Off-Campus Study / Study abroad / LRC contributes to the New College of Florida mission by supporting the intellectual development and personal growth of its students while fostering their desire and ability to interact effectively in the global community

The Language Resource Center provides support to students who are interested in enhancing their foreign language experience in the eight languages formally taught at NCF (Chinese, French, German, Greek, Hebrew, Latin, Russian, and Spanish) as well as self-instructional materials for an additional eight languages (Arabic, Dutch, Haitian Creole, Italian, Japanese, Portuguese, Tibetan, and Turkish). The LRC holds a collection of reference materials such as dictionaries; grammar, vocabulary, and conversation books; audio-visual resources; software for course-specific assignments and additional review; and table games. Several multimedia computer workstations and two private booths are setup for language practice, voice recording, and film viewing.

The Office for Off-Campus Study / Study Abroad offers one-on-one advising to help students find and apply for programs abroad or within the U.S. that best fit their academic interests and needs. The Off-Campus Study/Study Abroad Office also assists with National Student Exchange (NSE) and New College exchange programs applications. Throughout the year, the Office hosts general information sessions, discussion panels with students who have recently returned from abroad, special events sponsored by selected study abroad providers, as well as two Study Abroad Fairs at the beginning of Fall semester and Spring semester. The support provided by this office is important for students choosing areas of concentration in International and Area Studies or languages.

Each year, staff meet with more than 200 students and the number of students applying for study abroad experiences through this office has increased from 30 in 2013-14 to 80 in 2016-17.

Graduating seniors indicate satisfaction with LRC and Off-Campus Study services. The 117 graduating seniors responding to the 2018 Baccalaureate Student Survey rated LRC services an average satisfaction

score of 2.2 and Off-Campus Study services an average score of 2.2 (on a scale from 1-3, where 2 indicates services were *adequately* provided).

Educational Technology Services (ETS)

Educational Technology Services (ETS) supports NCF students, faculty, and staff by administering the Canvas learning management system, installing and maintaining classroom audio-video technologies, providing access to educational technology equipment, training and project support. ETS Staff (a Director of Educational Services, an Audio-Video Specialist and a Computer Support Specialist) support a wide variety of software applications and help NCF constituents identify and use the best tools for academic and research-oriented projects. ETS joined the Writing Resource Center and Quantitative Resource Center to establish the Info Commons within the library, a place to support student learning through technology, media, and assistance with writing and quantitative skills.

ETS academic support services for students include the following:

- By-appointment computing or audio-visual support for academic projects.
- Software support in a variety of areas (e.g., research and statistical software, digital media production and editing, web publishing).
- Processing video materials and providing instruction in digital editing.
- Media Lab equipped with the Adobe Creative Suite, Office 365 and Sketchup software.
- Scanners for images, texts, and slides that students and faculty can use to digitize materials for use in classroom instruction, presentations, and research projects.
- Checkout of audio-video equipment in support of academic projects.
- Poster printing for academic projects and conference presentations.

ETS academic support services for faculty and staff include the following:

- Loan or checkout of equipment and peripheral devices used for instruction and research.
- Training in the use and of a wide variety of educational technology and audio-video equipment.
- Computing support for academic projects and instructional needs.
- Training in software applications for teaching, research, productivity, and administrative functions.
- Poster printing for academic projects and conference presentations.

ETS also offers a series of workshops each term for faculty and staff, focusing on best practices of using instructional technology to support student success. Beginning in Fall 2018, ETS has produced and shared with faculty and staff a weekly, two-minute video tutorial on contemporary educational technologies.

Demonstrating the appropriateness of services provided by ETS, more than 80% of courses (388 of 482 non-tutorial courses) offered in 2018-19 used Canvas. This represents a 20% increase in courses using the LMS from 2013-14.

Graduating seniors indicate satisfaction with ETS services. The graduating seniors responding to the 2018 Baccalaureate Student Survey scored Canvas services 2.4, equipment loan a 2.2, and the mac/media lab a 2.0 in satisfaction (on a scale from 1-3, where 2 indicates services were *adequately* provided).

Office of Research Programs and Services (ORPS) / Faculty Development

Established in 2004, the mission of the Office of Research Programs and Services (ORPS) is to:

> *… encourage and assist faculty in obtaining and administering external support for research, instruction, community service projects and creative artistry. In doing so, ORPS supports NCF, designated by the State of Florida as the "honors college for the liberal arts," in its endeavor to provide an undergraduate education of the highest caliber to leading students from around the country. ORPS fulfills its mission and that of the College through best practices of research administration, following federal and state mandates.*

ORPS is the primary point of contact for faculty who are interested in, are applying for, or are executing a sponsored program. ORPS provides pre- and post-award services and helps ensure NCF maintains financial control over externally funded or sponsored research and programs (as described in response to SACSCOC Principle 13.5).

The Director of ORPS is also designated as the Human Protection Administrator for NCF's Institutional Review Board (IRB). Through services offered by the IRB, NCF ensures experiments are conducted under the basic ethical principles of respect to the persons involved, beneficence, and justice.

Beginning in 2018-19, the Director of ORPS also coordinated faculty development activities. These activities, described in response to SACSCOC Principle 6.5 (Faculty development) include workshops designed to improve faculty advising and student narrative course evaluations. A Guidelines and Resources for Advisors webpage also provides support for faculty advising.

During the 2018-19 academic year, NCF piloted a mid-semester progress report to identify and intervene with students struggling who indicate they are struggling academically, financially, or socially. The mid-semester progress report, which will continue in 2019-20, also provided an opportunity to provide additional advising resources to faculty.

Student Affairs: appropriateness of student support services

As stated on the Campus Life website:

> *The Division of Student Affairs works to enhance the liberal arts experience at New College by fostering an inclusive and respectful environment to live and learn, providing services that promote holistic well-being and development, and create programs that encourage self-reflection, exploration, and community discourse that encourage students to lead, serve, and become engaged citizens in global community.*

The Division of Student Affairs provides students with co-curricular opportunities to expand their education beyond the classroom and promotes personal growth, leadership, and development.

The Division of Student Affairs consists of the following offices and services: Residential Life and Student Engagement, Dining Services, Student Success Services, Student Disability Services, the Counseling and Wellness Center, Health Education, the Fitness and Recreation Center, Title IX, Religious Life / Interfaith Activities, and the Student Ombudsperson. Services provided by these offices are described in detail below.

Residential Life (ResLife) and Student Activities

The Office of Residential Life and Housing (ResLife) is responsible for maintaining student residences that support NCF's educational mission. Because NCF is a residential College that requires students to live on-campus unless they have been granted exceptions or waivers, ResLife provides essential living and learning opportunities for intellectual and personal development that complement those within the classroom setting.

During the 2018-19 academic year, the nine residence halls on campus had a 97% average occupancy rate. Many students elected to engage with Living Learning Communities (LLCs) – theme-based housing options that include co-curricular activities aligned to student learning outcomes. Based on disciplinary and interdisciplinary themes, LLCs create intentional links between academic, social, and residential experiences. ResLife is staffed with a team of engaged Resident Advisors.

Through a contract with Metz, NCF offers dining services to students. Students have access to the New College Café, the Boar's Head Café and C-store, the Market Street Café, and J. Clark's Grille.

The SA[u]CE (Student Activities and Campus Engagement) Office strives to create a vibrant, purposeful, and supportive college community where students make a positive difference, develop healthy and meaningful relationships with others, are empowered to act, learn about themselves, and develop leadership and lifelong skills. SA[u]CE plans, coordinates, and hosts student events and activities, supports student clubs and organizations, and offers community resources.

Through NovoConnect, students can easily find events, RSVP, and add them to their calendars. A list of events offered during the Fall 2018 semester demonstrates the range of events offered and the number of students served. The Midnight Breakfast offered each Fall and Spring semester is especially popular, as more than 400 students participate each time. SA[u]CE has more than 40 events planned for Fall 2019, including Novopalooza (taking place during New Student Orientation) in which incoming students discover what clubs and organizations are available at NCF.

At NCF, students can engage with more than 60 clubs and organizations. The list of clubs changes each year as students propose new organizations to match their interests.

SA[u]CE also manages the New College Food Pantry to support student success by addressing the existence of short-term food accessibility hardship. The Food Pantry provides all students 24-7 access to food.

Student Success Programs (SSP) – Orientation, Student Support Team, Case Management

The Office of Student Success Programs (SSP) was created in January 2018 to provide robust support services for all students through first-year experience programs, Student Disability Services, and case management.

New students, including transfer students, take part in an orientation program prior to the first week of classes in the Fall. The 2019 orientation schedule shows the programs and activities (led by Orientation Leaders) that are designed to familiarize students with NCF's unique academic environment and introduce them to faculty, staff, and returning students. A one-day orientation is held prior to the start of the Spring semester for students entering mid-year.

SSP also coordinates the Common Challenge. Through the Common Challenge – focused on homelessness/housing insecurity for the 2019 incoming class – students engage with the local community.

A full-time Case Manager, who is a licensed social worker, leads the Student Support Team (SST) in working with students to provide appropriate referrals during times of distress and crisis. The SST consists of staff and faculty who meet weekly to review reports submitted by campus constituents. These reports alert the SST if a student is struggling, is showing changes in behavior, or is experiencing other troubling situations that may affect their ability to persist and find success.

Student Disability Services (SDS)

NCF strives to provide all students equal opportunity and full participation in all aspects of College life. Student Disability Services (SDS) determines the disability status of, arranges accommodations for, and, in conjunction with faculty and staff, identifies successful strategies and appropriate accommodations to provide equity both inside and outside the classroom. The SDS website provides a wealth of information on how students can request SDS services.

Responses to the 2018 Baccalaureate Student Survey indicate 20% of the 2018 graduating class used SDS services at least once (with 10% using SDS services at least three times at NCF). Students are generally satisfied with the SDS, as the 2018 graduating class indicated their average level of satisfaction was 2.2 (on the Baccalaureate Student Survey scale from 1-3, where 2 represents services were adequately provided).

Counseling and Wellness Center (CWC)

The Counseling and Wellness Center (CWC) embraces a holistic wellness philosophy that focuses on the physical, financial, intellectual, emotional, social, and spiritual well-being of students in offering professionally-staffed counseling and health services.

Counseling services offered by the CWC include initial evaluations, brief individual counseling, brief relationship counseling, group counseling, Therapist Assisted Online (TAO), and crisis interventions. Eligible students may meet with one of the CWC's professional clinicians for an initial evaluation to determine how that particular student's mental health needs can best be met. Students with concerns that can be best addressed through the CWC may be offered participation in brief individual counseling, couples counseling, group counseling, and/or TAO.

Concerns typically addressed in brief counseling at the CWC include stress management, depression, anxiety, self-esteem, body image, concerns related to cultural background or identity, and concerns about family, romantic, and/or interpersonal relationships. If it is determined that the student's requires longer-term counseling and their needs are best met by another agency, the professional clinician will provide the student with appropriate referral resources.

The CWC also coordinates psychiatric services (should a professional clinician determine that a psychiatric evaluation is warranted) and crisis intervention to assist with emergencies and/or serious crises related to psychological concerns.

CWC professional clinicians also provide counseling services to faculty and staff through the Employee Assistance Program (EAP) as well as consultation services related to student mental health.

The CWC also offers student health services to address a wide range of medical needs, including primary care, referral, and educational services. A Physician or Physician Assistant is available weekdays during the Fall and Spring semesters. Standard office visits at the Counseling and Wellness Center are free. Specialized services such as gynecological visits and immunizations are also available at cost.

In 2015, the CWC began offering Health Education focused on sexual health, alcohol and drug misuse, and Mental and Physical Health. Health Education offers workshops for clubs and student organizations, residence hall programs, large-scale campus programming, and individual support sessions. Services are individually designed for the health topic and the need of the student or group requesting services.

NCF students take full advantage of CWC services. According to the 2018 Baccalaureate Student Survey, 60% of the 2018 graduating class used CWC services at least once (with 22% of respondents indicating they used CWC services at least 11 times). Students are generally satisfied with CWC services, as the average satisfaction score for the CWC on the 2018 Baccalaureate Student Survey was 2.1 (on a scale from 1-3, where 2 represents services were adequately provided).

Recreation / Fitness Center

NCF has impressive recreation facilities for a small liberal arts college. The campus has ample space for field sports, games, jogging, and cycling. Facilities include a 25-meter swimming pool, hot tub, two indoor wood-floored racquetball courts, a spacious wood-floored dance and exercise room, a lighted basketball court, two lighted tennis courts, a multipurpose playing field and softball diamond, fitness path as well as kayaks and sail boats, with free sailing and kayaking lessons available through the Sailing Club. Students can also rent camping, SCUBA and sports equipment

The Fitness Center features a variety of strength-training and cardiovascular equipment including CYBEX Arc Trainers, OCTANE Ellipticals, TRUE Treadmills, a Concept 2 Rowing Machine, Lifecycle and Schwinn stationary bikes, Stairmaster step machines, a Quinton treadmill and a Concept II rower. The weight room includes a full line of CYBEX weight machines, dumbbells weighing from 5 to 100 pounds, fixed barbells 20-110 pounds, free weight plates, an angled Smith machine, flat and incline weight benches, and a variety of free weight equipment to help students stay physically fit. Students have access to fitness training and the professional-quality body composition computer for fitness measurement and testing.

According to the 2018 Baccalaureate Student Survey, 88% of the 2018 graduating class indicated they had used the fitness and recreation facilities at NCF (with 72% using the facilities at least 11 times). Total traffic during the 2018-19 academic year was 25,271 visits, with 19 students participating in 182 Novofit workouts and staff providing 90 hours of personalized fitness training for students. Students are generally satisfied with fitness and recreation facilities, as the 2018 graduating class scored their level of satisfaction a 2.2 on a scale from 1-3 (where 2 indicates services were *adequately* provided).

Title IX Coordinator

While Title IX compliance is everyone's responsibility at NCF, a Title IX Coordinator holds primary responsibility for providing training, education, communication, and administration of complaints about Title IX issues. Title IX compliance is described further in response to SACSCOC Principle 13.8 (Institutional environment).

Religious Life / Interfaith Activities

NCF, a public institution, does not endorse any religious affiliation or practice and does not offer religious services or doctrinal instruction. NCF does acknowledge, however, that faith and spiritual life occupy an important place in the lives of many NCF students. Numerous local congregations and religious organizations support the participation and membership of individuals from the New College community.

Campus Ministry helps NCF students, faculty and staff discover resources that may be helpful in supporting an individual's spiritual journey and enriching the religious lives of all members of the NCF community.

Student Ombudsperson

The Student Ombudsperson assists with informal, impartial and non-adversarial alternatives for the resolution of conflict. The Ombudsperson directs students toward appropriate College resources and facilitates discussion to identify the best options to resolve problems. The role of the Ombudsperson, who reports directly to the President, is not to advocate for any individual but to advocate for fair and equitably administered processes and to facilitate discussion to identify the best options to resolve problems.

Appropriateness of other support services

Center for Career Engagement and Opportunity (CEO)

Reporting to the Dean of Outreach, Engagement, and Inclusion, the Center for Career Engagement and Opportunity (CEO) promotes students' exploration of their interests, their strategic connection of skills and knowledge, and purposeful engagement with the community in support of realizing their access to exceptional, high-impact careers, advanced degree programs, fellowships, and lives.

Through Handshake, NCF's career management portal, individual meetings with students, classroom visits, and internship coordination, CEO staff promotes the core competencies of career readiness and reinforces career planning and development strategies for NCF students and alumni. The CEO also interacts with recent graduates each year through an online Career Strategies Seminar.

In 2018-19, CEO staff completed 371 individual student appointments and hosted more than 60 events that engaged 790 students. Through classroom visits and Living-Learning Community presentations, CEO staff interacted with 139 students. During the Spring semester, the Fellowships Coordinator interacted with 125 students individually and hosted seven events. CEO staff also facilitated the activation of more than 700 Handshake accounts and approved more than 1,700 employers in Handshake. In total, CEO staff connected directly with 72% of the student body during 2018-19.

According to the 2018 Baccalaureate Student Survey, 65% of graduating seniors used career services provided by the CEO. 26% used high profile scholarship / fellowship support services and 51% used internship support services. Responses indicate students are satisfied with CEO services, as satisfaction scores for career services (2.2), scholarship/fellowship support (2.2), and internship support (2.1) were above a score of 2 (which represents services were "adequately" provided).

Campus Police

The Campus Police Department provides services that protect life and property, prevent criminal activity from occurring, apprehend and assist in the prosecution of any person who commits a crime on campus,

and seek to identify community problems and solutions to those problems in order to enhance the overall quality of life of the NCF community.

Campus Police manage the NCFSafe system that enables the College to contact all members of the NCF community simultaneously via email, phone, and text messaging in the event of an emergency. Campus Police also offer a variety of services, including safety escorts, prescription drug take-back, Naloxone (an opioid overdose drug), a safe exchange zone for online transactions, vehicle jump starts and lockouts, notary services, fingerprinting services, lost and found, laptop registration, bike registration, key sign-out, lost key return tags, and engraving.

Services offered by the NCF Campus Police are discussed in greater detail in response to SACSCOC Principle 13.8 (Institutional environment).

Support services for graduate students

As the Graduate Catalog's list of services indicates, students enrolled in the Master of Science in Data Science (MSDS) program have access to the same academic and student support services as undergraduate students. To familiarize graduate students with NCF and the MSDS program, a graduate program orientation is offered each year.

Conclusion

The programs, events, activities, and services described in this narrative serve as evidence that New College of Florida – a small, public, residential, liberal arts honors college – provides appropriate academic and student support consistent with its mission to prepare intellectually curious students for lives of great achievement. The appropriateness is evidenced by student engagement and satisfaction with these support services.

Supporting Evidence (in order of appearance)
1) NCF organizational charts
2) Undergraduate General Catalog
3) Graduate Catalog.
4) Academic Resource Center
5) Writing Resource Center
6) Writing courses offered as part of the Writing Program
7) Thesis support for students
8) Thesis Guide
9) Resources for student writers
10) Student Writing Assistants
11) WRC faculty assistance
12) Faculty thesis support services
13) Area-specific writing plans
14) Writing-enhanced courses and seminars in critical inquiry
15) WRC FAQ for faculty
16) 2018 Baccalaureate Student Survey
17) Quantitative Resource Center
18) Language Resource Center
19) Off-Campus Study / Study Abroad
20) Finding and applying for programs abroad
21) Educational Technology Services
22) ETS workshops
23) ETS weekly, two-minute video tutorial
24) Office of Research Programs and Services

25) Institutional Review Board
26) Workshops designed to improve faculty advising and student narrative course evaluations
27) Guidelines and Resources for Advisors webpage
28) Mid-semester progress report
29) Campus Life website
30) Office of Residential Life and Housing
31) Nine residence halls
32) Living Learning Communities
33) Resident Advisors
34) Dining services
35) SA[u]CE (Student Activities and Campus Engagement) Office
36) NovoConnect
37) List of events offered during the Fall 2018 semester
38) List of more than 40 events planned for Fall 2019
39) List of more than 60 clubs and organizations
40) New College Food Pantry
41) Orientation program
42) 2019 orientation schedule
43) Orientation Leaders
44) Common Challenge
45) Student Support Team
46) Student Disability Services
47) Appropriate accommodations
48) SDS website
49) Counseling and Wellness Center
50) Counseling services offered by the CWC
51) Student health services
52) Health Education
53) Sailing Club
54) Fitness Center
55) Title IX compliance
56) Campus Ministry
57) Student Ombudsperson
58) Center for Career Engagement and Opportunity
59) Campus Police Department
60) NCFSafe
61) Campus Police also offer a variety of services
62) Graduate Catalog's list of services
63) Graduate program orientation

12.2: Student support services staff

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

As the public, residential, liberal arts honors college of the state of Florida, New College of Florida (NCF) employs and develops an adequate number of qualified staff to provide support services designed to enhance the student experience and support the institutional mission to prepare intellectually curious students for lives of great achievement.

Brief institutional profile and organizational structure for academic and student support services

NCF is described by its mission statement:

> *New College of Florida prepares intellectually curious students for lives of great achievement. It 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.*

NCF is a small, single-campus, residential, liberal arts honors college, enrolling less than 800 full-time undergraduate students (with at least 80% living on-campus) and approximately 30 graduate students in its Master of Science in Data Science program.

As institutional organizational charts indicate, the wide variety of academic and student support services provided to students and faculty are primarily organized and coordinated through two entities: Academic Affairs (led by the Provost and Vice President of Academic Affairs) and Student Affairs (led by the Dean of Student Affairs). Reflecting the integration of support services across the entire College, other entities also offer key support services (e.g., the Office of Outreach, Engagement, and Inclusion; the Office of Financial Aid, and Campus Police).

The adequacy in number and qualifications of staff provided in this section mirrors the list of academic and student support services described in response to SACSCOC Principle 12.1 (Student support services) and listed in the Undergraduate General Catalog and Graduate Catalog.

Academic Affairs: adequate number of appropriately qualified staff

Academic support services offered by the Academic Affairs Division are housed within the Academic Resource Center (ARC).

Academic Resource Center (ARC)

The Academic Resource Center (ARC), located in the Jane Bancroft Cook Library, houses the Writing Resource Center (WRC), the Language Resource Center (LRC), Off-campus Study, the Quantitative Resource Center, and Educational Technology Services.

With the exception of the Director of the WRC, all components of the ARC report up through the Dean of the Library to the Provost and Vice President for Academic Affairs. Qualifications of the Dean of the Library are provided in response to SACSCOC Principle 11.2 (Library and learning/information staff). The Director of the WRC reports to the Associate Provost. Qualifications of the Provost, Associate Provost, and Associate Vice President of Academic Affairs are provided in response to SACSCOC Principle 5.4 (Qualified administrative/academic officers).

Writing Resource Center (WRC) Staff

WRC staff work to improve student writing by offering writing courses, one-on-one writing conferences with Student Writing Assistants, writing workshops, social events, and thesis writing groups. WRC staff also serve faculty in designing courses and writing assignments, in hosting in- and out-of-class writing workshops, and in developing program writing plans and writing-enhanced courses.

Dr. Jennifer Wells, the Director of Writing [position description], develops NCF's Writing Program, which includes the WRC. Dr. Wells earned a Ph.D. in English (Composition) from Indiana University of Pennsylvania, an M.A. in English (Composition) from San Francisco State University, and a B.A. in English from the University of Denver. Dr. Wells has over 15 years of related experience. Prior to working at NCF, Dr. Wells served as the Director of Florida State University's Reading Writing Centers and Digital Studio. Dr. Wells also served as the Reading and Writing Specialist at Mercy High School Burlingame, where she created their Reading and Writing Center. Her co-edited book, "The Successful High School Writing Center: Building the Best Program with Your Students" was published by Teachers College Press in 2011. During that time, Dr. Wells also won the Paul and Kate Farmer English Journal Writing Award for her 2008 article, "It Sounds Like Me: Using Creative Nonfiction to Teach College Admissions Essays."

Alexandra Maass serves the WRC as the Assistant Director of Writing. Ms. Maass earned both an M.A. in Literature and a B.A. in Creative Writing and Linguistics from Southern Illinois University Carbondale. While earning these degrees, Ms. Maass served as a Graduate Teaching Assistant in the English Department and the Writing Center Graduate Assistant Director in 2012.

Dr. Avni Vyas serves the Writing Program as an Instructor of Writing. Dr. Vyas earned a Ph.D. in Literature (Creative Writing Poetry) and an M.F.A. in Creative Writing Poetry from Florida State University, as well as a Master's of Education in English Education and a B.A. in English from the University of Florida. Prior to joining NCF, Dr. Vyas serve as an English Instructor and Writing Center Tutor at Florida State University. Before that, Dr. Vyas served as an Adjunct Instructor at Tallahassee Community College and an English Teacher at Leon County Schools.

In addition to the Director, Assistant Director, and Instructor of Writing, the WRC also depends on the hard work of dedicated Student Writing Assistants (SWAs). The WRC employs approximately a dozen SWAs each year – second- and third-year students who have demonstrated strong writing skills and are trained to assist students.

Demonstrating the adequacy of WRC staff in meeting student demand, the WRC served 412 students (half of the entire student body) who visited the WRC for a total of 1,447 appointment in 2018-19. Responses from the Baccalaureate Student Survey indicate students are satisfied with the services offered by the WRC, as the average satisfaction score for the WRC from NCF's 2018 graduating seniors was 2.4 (on a scale in which 2 represents services were adequately provided).

Quantitative Resource Center (QRC) Staff

The QRC provides individual and small-group peer tutoring for students needing assistance with basic mathematics, applied statistics, chemistry, physics, and computational software. The QRC also provides consultative services for advanced students needing assistance with applied statistics, data procurement, and data preparation.

Dr. Robin (Duff) Cooper serves as the Coordinator of the QRC. In this role, Dr. Cooper coordinates QRC services and supervises student tutors. Dr. Cooper earned a Ph.D. and M.S. in Education, plus a B.S. in General Science, from Southern Illinois University. His graduate coursework included 26 credit hours in applied statistics.

Each year, the QRC hires 10-12 students to serve as peer-tutors in chemistry, physics, mathematics, computer science and statistics. Peer tutors are upper level students who have been recommended by faculty in the relevant areas who vouch for the students' knowledge and expertise. Students complete an application for their position and are interviewed by the Coordinator.

While not directly connected to the QRC, Dr. Travis Lee serves as the Director of the Quantitative Reasoning Program [position description]. In this role, Dr. Lee teaches the Introduction to Math for the Sciences (precalculus) and Math for the Social Sciences courses. Dr. Lee also coordinates Quantitative Reasoning Across the Curriculum, which promotes the inclusion of quantitative content and projects in courses in the Humanities and Social Sciences. Dr. Lee earned a Ph.D. in Mathematics from Syracuse University, as well as an M.A. in Economics from Cornell University and a B.A. in Mathematics from NCF. Prior to serving as the Interim Director of the QRC, Dr. Lee was a Visiting Assistant Professor of Mathematics at NCF for three years.

Demonstrating an adequacy of staffing, the QRC served 180 students through more than 700 tutoring sessions in 2018-19 (with the Director of the QRC consulting with students more than 100 times). Baccalaureate Student Survey results indicate students are satisfied with the services offered by the QRC (average score of 2.3 on a scale from 1-3, where 2 indicates services were "adequately" provided).

Off-Campus Study / Study Abroad / Language Resource Center

The Language Resource Center and Office for Off-Campus Study provides language-learning resources to students interested in enhancing their foreign language experience and one-on-one advising to students interested in studying off-campus or abroad.

Dr. Florence Zamsky has served as the Assistant Director of Off-Campus Study and the LRC [position description] for more than five years. Prior to that, Dr. Zamsky served NCF as Coordinator of Off-Campus Study and the LRC, as well as an Adjunct Assistant Professor of French. Prior to joining NCF, Dr. Zamsky served as a tenured Associate Professor of French at Dominican University and a Lecturer in French at Bates College. Dr. Zamsky earned a Ph.D. in French and Francophone Studies and an M.A. in French Studies from the University of Massachusetts at Amherst, as well as an M.A. in American History from Ball State University.

Demonstrating an adequacy of staffing within the LRC, the Director of the LRC has been able to meet with more than 200 students and coordinate the placement of approximately 80 students each year in off-campus study experiences. Demonstrating student satisfaction with services provided by the LRC, graduating seniors responding to the 2018 Baccalaureate Student Survey rated LRC services an average satisfaction score of 2.2 and Off-Campus Study services an average score of 2.2 (on a scale from 1-3, where 2 indicates services were *adequately* provided).

Educational Technology Services (ETS) Staff

Information on Educational Technology Services staff is provided in response to SACSCOC Principle 11.2 (Library and learning/information staff).

Student Affairs: adequate number of appropriately qualified staff

The Division of Student Affairs is led by a Dean and a Senior Associate Dean. The Dean is responsible for the overall vision and effectiveness of the Division, which includes Residential Life and Student Engagement, Dining Services, Student Success Services, Student Disability Services, the Counseling and Wellness Center, Health Education, the Fitness and Recreation Center, Title IX, Religious Life / Interfaith Activities, and the Student Ombudsperson. The Senior Associate Dean oversees all aspects of campus housing, manages the auxiliary housing budget, and serves as the Chief Judicial Officer for student conduct.

The following table summarizes the educational and experiential qualifications of both the current Dean and Senior Associate Dean of Student Affairs. Links to position descriptions and CVs provide further detail.

Name (link to CV) **Title** (link to position description)	Educational Qualifications	Related experience
Robin Williamson Dean of Student Affairs Note: Dean Williamson left NCF in June 2019. The Interim Dean of Student Affairs, Mark Stier, is listed below)	Ph.D., Higher Education Administration, University of North Texas, M.Ed., Higher Education Student Affairs, University of South Carolina B.S. Psychology, Loyola University Chicago	2016 - present - NCF Dean of Student Affairs 2012-2016 - Assistant Dean for Student Development Texas Christian University (TCU) 2008-2012 - Senior Director for Student Development Services TCU 2004-2008 - Associate Director for Administration TCU 2001-2004 - Director of Community Service TCU 2000-2001 - Area Coordinator Case Western Reserve University 1998-2000 - Residence Hall Director Marquette University
Mark Stier Senior Associate Dean of Student Affairs Dr. Stier began serving as Interim Dean of Student Affairs as of June 2019.	Ph.D., Curriculum and Instruction Higher Education Administration, University of South Florida M.S., Sports Management, Western Illinois University B.S., Physical Education, SUNY Brockport	Interim Dean of Student Affairs (06/2019-present); Senior Associate Dean of Student Affairs (2015-present); Associate Dean of Student Affairs (2013-15), New College of Florida 2012-2013 - Interim Dean of Student Affairs Missouri Western State University 2011-2013 - Director of Residential Living and Housing, Missouri Western State University 2008-2011 - Instructor/Doctoral Student, University of South Florida 2008-2011 - Elementary School Instructor, Pasco County Schools 2006-2008 - Director of Residential Living, Washburn University 2001-2006 - Assistant Vice President for Student Affairs & Director of Residence Life, Saint Leo University

		2000-2001 - Director of Residential Life & Housing, Barry University 1995-2000 - Director of Intramurals & Multicultural Affairs, Reinhardt University 1993-1995 - Assistant Director of Residential Life, Nazareth College of Rochester

The Interim Dean of Student Affairs is a member of the National Association of Student Personnel Administrators (NASPA), the Association of College University Housing Officers, the American College Personnel Association, and the Association for Student Conduct Administration. In addition to attending the NASPA annual conference, the Interim Dean completed the NASPA Law and Policy Certificate Program. Other in-service and professional development completed by the Interim Dean of Student Affairs in 2018-19 includes: Tactical Communication and De-escalation, Responsible Employee Training, Diversity and Inclusion in the Modern Workplace, and Accommodation Disability Management Bias

The Dean of Student Affairs oversees the following offices and services: Residential Life and Student Engagement, Dining Services, Student Success Services, Student Disability Services, the Counseling and Wellness Center, Health Education, the Fitness and Recreation Center, Title IX, Religious Life / Interfaith Activities, and the Student Ombudsperson. Services provided by these offices are described in detail below.

Residential Life and Student Activities (SA[u]CE)

As stated earlier, the Senior Associate Dean of Student Affairs oversees Residential Life and Student Activities. Staff positions supporting these areas include:

Director of Student Activities and Campus Engagement (SA[u]CE)

Tara Centeno was hired into this position in 2016 after serving as the Assistant Director of Student Activities for a year at Saint Leo University and a Graduate Assistant for the Student Events and Activities Board in Nova Southeastern University for two years. Tara earned an M.S. in College Student Affairs (with a concentration in conflict analysis and resolution) from Nova Southeastern University.

Assistant Director of SA[u]CE [position description]

Danielle McCalla joined NCF in June 2017 as a Residence Hall Director within Student Activities and Campus Engagement. Prior to that, Dani served as a Graduate Assistant for Leadership Development within the Office of Student Leadership and Civic Engagement at Nova Southeastern University. Dani also earned an M.S. in College Student Affairs (with a concentration in conflict analysis and resolution) from Nova Southeastern University.

Residence Hall Directors [position description]

Adriana Diaz and Sean Brueggeman serve as Residence Hall Directors. Adriana has served in this role since 2017, having served as a Resident Advisor from 2014-16. Sean also served as a Resident Advisor from 2015 until becoming a Hall Director in 2018.

A team of 18 Resident Advisors provide support for Residential Life Activities. An Office Manager and the Administrative Services Coordinator provide administrative support for Residential Life and Student Activities. The Assistant Director's professional growth opportunities in 2018-19 provides evidence of ongoing professional development. During 2018-19, the Assistant Director was a member of the National Association of Campus Activities (NACA) – having presented at the NACA annual meeting –

and NASPA. The Assistant Director also co-authored an article entitled, "A Universal Welcome – Helping Students Consider Diversity & Inclusive Initiatives in Student Programming."

The Residential Life and Student Activities team is able to serve NCF's full-time, residential student population and offer and support the full range of events, activities, clubs, and organizations described in response to SACSCOC Principle 12.1.

Student Success Programs (SSP) – Orientation, Student Support Team, Case Management

Within the Office of Student Success Programs, there are two full-time staff, a Director [position description] and Assistant Director, who work on first-year experience programs, orientation, and other skill-building programs in order to help students gain the capacities in order to be successful.

Anjali Cadena joined NCF in April 2019 as the Director of SSP. Before joining NCF, Anjali served as the Director for Residential Learning Communities at the University of Massachusetts Amherst for 18 years, where she helped develop student success programs that included the residential first-year experience and sophomore experience programs. Before that, Anjali worked in a variety of roles guiding and nurturing students at Ithaca College and the University of Illinois Urbana-Champaign. Anjali earned an M.A. in Student Development from Appalachian State University.

Kaylie Stokes was hired in summer 2019 to fill the Assistant Director of SSP position and coordinate orientation activities. Kaylie graduated from NCF in 2016 with a B.A. in Social Sciences and served as a Residence Hall Director from 2017-18. While attending NCF, Kaylie served as a Resident Advisor from 2014-16, a Student Admissions Representative from 2014-16, and an Orientation Leader in 2013.

Regina Rodarte serves as Case Manager [position description] and oversees the Student Support Team, which is designed to provide support and resources for students in distress or crisis. Regina earned a Master of Social Work degree from Florida State University and has a decade of related experience as a Student Development Advisor at State College of Florida, a Case Manager at Florida State University, and a Social Work Intern at Florida State University.

Student Disability Services (SDS)

A full-time Assistant Director for Student Disability Services [position description] provides appropriate accommodations for students needing academic or residential life support. Ruthann Daniel-Harteis has served NCF in this role since January 2019. Ruthann earned an M.S. in Rehabilitation Counseling from California State University, Fresno and a B.S. in Art Therapy from Bowling Green State University. Ruthann served as the Lead Disability Management Advisor for more than a decade at Cal State Seaside and the Senior Vocational Rehabilitation Counselor for the Department of Veteran Affairs in Cleveland for two years.

In 2018-19, the Assistant Director for SDS attended the Florida AHEAD (Association of Higher Education and Disability) conference, participated in the campus consortium meeting of disability services directors, and trained with staff from the Counseling and Wellness Center on staking safety for professionals.

The Assistant Director was able to sufficiently serve the 97 students who took advantage of accommodations during the 2018-19 academic year.

Counseling and Wellness Center (CWC)

Staff within the CWC are active members of the American Psychological Association, the Association of University and College Counseling Center Directors, the American College Health Association, and the Florida Counseling and Health Directors groups. Dr. Anne Fisher has served as the Director of the CWC [position description] since 1993. Dr. Fisher earned a Ph. D. in Clinical Psychology from the University of Iowa, an M.A. in Psychology from the University of Iowa, and a B.A. in Psychology from the State University of New York at Buffalo. Dr. Fisher is a licensed Clinical Psychologist in Florida.

Dr. Keith Kokseng, also a licensed Clinical Psychologist in Florida, serves the CWC as the Associate Program Director [position description]. Dr. Kokseng earned a Psy. D. in Clinical Psychology from the Florida School of Professional Psychology in Tampa.

Dr. Duane Khan, also a licensed Clinical Psychologist in Florida, serves as the Assistant Program Director in the CWC [position description]. Dr. Khan earned a Ph. D. in Counseling Psychology from the University at Albany.

As noted on the CWC staff webpage, the CWC is also supported by two licensed Clinical Social Workers serving as Visiting Counseling Specialists [position descriptions] (Jessica Barbalato and Lenore Canavarros, both of whom earned Master of Social Work degrees), a Post-Doctoral Fellow (with a Psy.D. in Clinical Psychology from William James College), two Practicum Therapists, a Victim Advocate (with an M.S.W. from Florida State University), a Health Care Educator [position description] (Robyn Manning-Samuels, currently finishing a Master of Public Health degree from the University of South Florida), a Medical Technologist [position description] (Emily Goodie, a certified Medical Technologist), a Nurse Practitioner (Kripa Varghese, DNP, FNP-C), and an Administrative Assistant (Marguerite Perretta-Cristiani). This level of staffing has proven to be sufficient in serving the approximately 60% of NCF students who use CWC services at least once.

During the 2018-19 academic year, the CWC Director completed a Stepped Care webinar, records keeping and data compliance training, TAO clinical training, TAO outreach training, and a gatekeeper training workshop. The Director is a member of the AUCCCD (Association for University and College Counseling Center Directors).

Recreation / Fitness Center

Colin Jordan has served as Director of Recreation [position description] since 1998. Prior to that, Colin worked as the Assistant Director of Fitness at the Sarasota Bath and Racquet Club. Colin earned a B.A. in International Affairs from the University of South Florida and certificates in Personal Fitness Training and Health Coaching from the American Council on Exercise.

Recreation employs a total of 24 student employees (19 within the Fitness Center / lifeguards and 5 for the waterfront program), five part-time coaches (for Sailing, Basketball, Flag Football, Soccer, and Tennis), one pool technician, and a Waterfront Coordinator [position description], JR Ayers. This level of staffing has enabled 88% of NCF students to use fitness and recreation facilities and indicate satisfaction with those facilities and services.

Title IX Coordinator

Rebecca Caskey joined NCF in 2016 as the Executive Administrative Assistant to the Dean of Student Affairs before accepting the role as Director of Campus Programs and Title IX Coordinator [position description] in 2017. Preparing her for this role, Becca earned an M.A. in Conflict Resolution from

California University of Pennsylvania. Becca ensures NCF remains in compliance with Title IX regulations and provides campus-wide training. To ensure compliance, Becca is involved with the Association of Title IX Administrators (ATIXA), the Association for Student Conduct Administration (ASCA), and the Florida State University System (SUS) Title IX Director group. The Director has also received professional development and training at the ATIXA national conference, has hosted an ATIXA investigator training on campus, attended the state and national ASCA conferences, participated in the ASCA institute, and regularly communicates with her SUS director group. In addition to these developmental opportunities, the Director represents New College on the SUS initiative to combat hazing and other harmful behaviors. Becca served on the planning committee for the state anti-hazing summit for the past two years.

Adequate number of appropriately qualified staff for other support services

Center for Career Engagement and Opportunity (CEO)

Dwayne Peterson was recently hired as NCF's newest Director of the CEO [position description]. Dwayne earned an MBA (with a concentration in Human Resource Management) from the University of North Florida, as well as an M.S. in College Student Personnel from Miami University. Prior to joining NCF, Dwayne served as Assistant Director of the Career Center at Georgia College & State University, an Academic Support Coordinator at the University of North Florida, and a Career Counselor at Miami University.

Madeline Heath and Lisandra Jimenez joined NCF in 2018 as Assistant Directors of the CEO [position description]. Maddie holds a Master of Education degree in Higher Education Curriculum and Instruction with a concentration in College Student Affairs from the University of South Florida. Lisandra holds an M.A. in Educational Leadership from the University of Central Florida and is currently pursuing an Ed. D. in Higher Education Administration from Northeastern University.

Nicole Gelfert joined NCF in 2019 as Fellowships Coordinator. In preparing her to assist students with applications for prestigious scholarships and fellowships, Nicole earned an M.Ed. in Educational Administration from the University of Nebraska and a graduate certificate in career counseling from the University of Central Florida. Nicole served six years as the Director of the Office of Prestigious Awards at the Burnett Honors College of the University of Central Florida.

The CEO Director, Assistant Directors, Fellowships Coordinator and full-time Office Manager have been able to adequately serve NCF students. While NCF searched for a new Director in 2018-19, the CEO was still able to engage 790 students through 371 individual student appointments, 60 events, classroom visits, and Living-Learning Community presentations. The Fellowships Coordinator, who started late in the 2018-19 academic year, was still able to interact with 125 students individually and host 7 events in the Spring semester.

Campus Police

Campus Police staffing is discussed in response to SACSCOC Principle 13.8 (Institutional environment).

Conclusion

Faculty and staff serving New College of Florida in academic and student support services roles possess qualifications that meet or exceed the minimum qualifications listed in position descriptions. Evidence of student satisfaction (provided in response to SACSCOC Principle 12.1) and usage statistics indicate NCF employs an adequate number of faculty and staff in these student support positions. Ongoing professional

growth and training opportunities ensure academic and student support service personnel remain informed of current best practices.

Supporting Evidence (in order of appearance)
1) Institutional organizational charts
2) Undergraduate General Catalog
3) Graduate Catalog
4) Position Description: Director of Writing
5) Student Writing Assistants webpage
6) Position Description: Quantitative Reasoning Program Director
7) QRC tutor application
8) Position Description: Assistant Director of Off-Campus Study and the LRC
9) Résumé: Robin Williamson
10) Position Description: Dean of Student Affairs
11) Résumé: Mark Stier
12) Position Description: Senior Associate Dean of Student Affairs
13) Résumé: Tara Centeno
14) Position Description: Assistant Director of SA[u]CE
15) Résumé: Danielle McCalla
16) Position Description: Residence Hall Directors
17) Résumé: Adriana Diaz
18) Résumé: Sean Brueggeman
19) Resident Advisors
20) Position Description: Director of Student Success Programs
21) Résumé: Anjali Cadena
22) Résumé: Kaylie Stokes
23) Résumé: Regina Rodarte
24) Position Description: Case Manager
25) Student Support Team
26) Position Description: Assistant Director for Student Disability Services
27) Résumé: Ruthann Daniel-Harteis
28) Résumé: Dr. Anne Fisher
29) Position Description: Director of the CWC
30) Clinical Psychologist License: Dr. Fisher
31) Résumé: Dr. Keith Kokseng
32) Clinical Psychologist License: Dr. Kokseng
33) Position Description: Associate CWC Program Director
34) Résumé: Dr. Duane Khan
35) Clinical Psychologist License: Dr. Khan
36) Position Description: Assistant Program Director
37) CWC staff webpage
38) Position Description: Visiting Counseling Specialists
39) Résumé: Jessica Barbalato
40) Résumé: Lenore Canavarros
41) Position Description: Health Care Educator
42) Résumé: Robyn Manning-Samuels
43) Position Description: Medical Technologist
44) Résumé: Emily Goodie
45) Résumé: Kripa Varghese
46) Résumé: Marguerite Perretta-Cristiani
47) Résumé: Colin Jordan
48) Position Description: Director of Recreation
49) Position Description: Waterfront Coordinator
50) Résumé: JR Ayers
51) Résumé: Rebecca Caskey
52) Position Description: Director of Campus Programs and Title IX Coordinator
53) Résumé: Dwayne Peterson
54) Position Description: Director of the CEO
55) Position Description: Assistant Directors of the CEO
56) Résumé: Nicole Gelfert

12.3: Student rights

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Florida Statute 1006.50 requires each member of the State University System of Florida to compile and update annually a student handbook that includes student rights and responsibilities. New College of Florida (NCF) adheres to this statute through the publication of its Student Code of Conduct. The Office of Student Affairs regularly evaluates the appropriateness of the Student Code of Conduct, as well as its alignment with state requirements. Other student rights are published online and in institutional regulations.

Student Code of Conduct

The Student Code of Conduct is published on the Student Code of Conduct webpage (linked from the Student Conduct Services page within the Campus Life section of the website) and within the NCF Regulation Manual (as Regulation 6-3005). A link to the Code of Conduct is also provided in the Undergraduate General Catalog and the Graduate Catalog.

Section (3) of the Student Code of Conduct articulates the following student responsibilities and rights:

(a) Students are responsible for compliance with all federal and state laws, applicable county and municipal ordinances, and all rules, regulations, and written policies of the State of Florida Board of Governors and New College of Florida. Students accused of a crime can be prosecuted under federal or Florida criminal laws and also disciplined under the Student Code of Conduct. The College may pursue disciplinary action even if criminal justice authorities choose not to prosecute.

(b) Upon accepting a student for admission, the College shall provide the student with access to the Student Code of Conduct, the New College of Florida student government constitution, and any other statement of student rights and obligations that the College recognizes or expects a student to live up to.

(c) Without limiting or affecting the scope of the legal rights and obligations a student has under federal, state, and local constitutions, laws, rules, regulations, ordinances, and judicial decisions, students shall have the following rights and responsibilities:

1. *To express, individually and collectively, their views on issues of College policy.*
2. *To participate in the formulation of all policy changes that affect students.*
3. *To be informed by the President, through the student government, and to become involved, individually or through student government, in the formulation of any proposed change in policy that directly affects students prior to its implementation.*
4. *To receive within ten (10) days, through the student government, from the President, detailed and specific written responses to recommendations made in writing, through the student government, to the President, accepting, accepting with conditions, or rejecting such recommendations, and giving detailed reasons for any condition or rejection.*
5. *To have freedom of statement, association, or assembly in social, political, or personal matters.*

6. *To have equal availability of and access to the facilities necessary for the exercise of the rights set forth in paragraphs (i) through (v) without regard to race, sex, gender, religion, beliefs, nationality, ethnic origin, sexual orientation, gender identity or gender expression, disability, or any other reason, except as provided by law.*
7. *To publish student publications free from prior censorship.*
8. *To develop student publication editorial policy free from academic penalty or removal because of student, faculty, staff, or public disapproval of editorial policy or content.*
9. *To have information about a student, acquired by College employees, kept confidential, to the extent required by law, except upon specific request by the student to release such information.*
10. *To take reasoned and responsible exception to the data, views, assignments and methods offered in any course of study, to reserve judgment about matters of opinion, and to bring such grievances before the Council of Academic Affairs.*
11. *To conduct research freely, and publish, discuss, and exchange findings or recommendations, whether individually or in association with local, state, national, or international groups.*
12. *To due process as set forth in the Student Code of Conduct.*
13. *To the security and privacy of their dormitory rooms, persons, and personal possessions, and to be free from unreasonable restrictions upon the use of their rooms, personal possessions or their personal liberty, provided that this does not infringe upon the reasonable exercise of the privacy or property rights of others.*

In 2017 and 2018, staff from the Florida Board of Governors (BOG) evaluated each state university's Code of Conduct for compliance with state statutes and BOG regulations. A summary of the evaluation indicates NCF's Student Code of Conduct contained all the elements required by state law and BOG regulations.

The Student Code of Conduct, in accordance with Florida Board of Governors Regulation 6.0105 (Student Conduct and Discipline) also articulates:

Section (1): Expectations for students as NCF "seeks to promote a stimulating and demanding educational environment in which a diverse student body with wide-ranging individual interests, values and abilities can live, interact, learn and grow based on the following principles: mutual understanding, trust, respect and concern for the well-being and dignity of self and others; responsible exercise of personal and academic freedom; and individual accountability for words and actions."

Section (4): The jurisdiction of the College, which extends to any conduct occurring on the campus and conduct that occurs off campus that adversely impacts the College. This section also notes that "students charged with violating the Code of Conduct will be provided with notice of the charges, will have the right to present information in their favor, the right to respond to the charges, and the right to a decision based upon the record of a formal hearing."

Section (5): A list of actions which constitute an offense for which students will be subject to the disciplinary process.

Section (6): The student conduct process, including filing a complaint, the pre-hearing procedure, hearing procedures (which involve a Community Board consisting of three students and three full-time faculty or staff members who have been trained annually and do not have a conflict of interest), post-hearing procedures (including the appeals process), and sanctions.

Section (7): Definitions of, and procedures for handling, cases of alleged academic dishonesty and disruption of academic process.

Academic dishonesty policies and procedures are also published in the Undergraduate General Catalog and Graduate Catalog, as well as on an Academic Dishonesty webpage (which includes a link to a *What You Should Know About Plagiarism* booklet).

The Student Code of Conduct is disseminated to students within forms they complete for housing. Students check a box to indicate they agree to the Code and that they will contact the Office of Student Affairs with any questions.

Student Rights webpage

Student Conduct Services, in an effort to protect the legal rights of students while promoting civility, openness, and justice, publishes a Student Rights webpage that outlines the guarantee to due process for students in the judicial process. This webpage:

- Identifies three constitutional rules that govern student rights:
    1. [Students] are notified about the policies, procedures, rules, or regulations of the institution.
    2. The student is informed they will be accused of a violation of university policy.
    3. The student will have the opportunity to respond to the accusation brought against the student.

- Outlines due process (written notice, view evidence, impartial hearing body, advocate, innocent until "more likely than not" in violation of policy, written hearing decision within 3-7 business days of judicial hearing, ability to plead not responsible and appeal any judicial decision)

- Describes medical amnesty:

    New College of Florida seeks to ensure that students at medical risk as a result of alcohol or substance use will receive prompt and appropriate medical attention. For this reason, no student seeking medical attention for him/herself or for another will receive punitive sanctions in regards to a violation of this Regulation.

Student rights – consumer information

The Student Rights and Services page within the Consumer Information section of the website provides information about student rights related to FERPA and complaints/appeals.

FERPA

NCF publishes a FERPA Statement online (on the Consumer Information section of the website) that outlines four student rights granted by the Family Educational Rights and Privacy Act of 1974. FERPA gives students the right to:

1. Review and inspect their educational records
2. Request the amendment of education records that the student believes are inaccurate or misleading
3. Consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosures without consent
4. Complain to the U.S. Department of Education concerning alleged failures by New College to comply with the requirements of FERPA

These rights are also published in the Undergraduate Catalog, Graduate Catalog, and Faculty Handbook. Additional policies and procedures designed to implement FERPA provisions are published in NCF

Regulation 1-1009(2) (Student Records). Students are informed of their FERPA rights and are encouraged to complete a FERPA Disclosure as part of new student orientation.

The Registrar also sends an email to students each semester [Fall 2018 and Spring 2019 emails], notifying them of the information made available on the Consumer Information section of the website.

Student complaints and appeals
The Consumer Information webpage provides links to more detailed information on how students can submit complaints to/about NCF. This information includes a brief description, and link to, the Ombuds Office, as well as links to agencies that assist students with complaints that are not resolved through internal College procedures (SACSCOC, the State University System of Florida, and the Atlanta Office of the Office for Civil Rights).

Student complaints are discussed in more detail in response to SACSCOC Principle 12.4 (Student complaints).

Other published student rights

Student Right-to-Know and Campus Security Act
New College of Florida complies with the Clery Act (Title II of the Student Right-to-Know and Campus Security Act of 1990) which requires higher education institutions receiving Title IV funds to provide annual reports for campus security. NCF publishes these Annual Security and Fire Safety Reports on the Campus Police section of the website. These Clery Reports [2018-19, 2017-18] present information on campus safety programs, security provisions, crime statistics, and preventative measures to help ensure safety. The reports also include information on the basic rights guaranteed to survivors of sexual assault.

Clery Reports are disseminated to all students, faculty, and staff each year by Campus Police (through email notices and stories in the New College News).

Student Rights Related to University Health Services
Pursuant to federal health care privacy rules, NCF protects the privacy of student health information. The rights of students are published on the Patient Rights and Responsibilities section of the Student Health Services website.

Americans with Disabilities Act Provisions
New College of Florida complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. All new construction is fully ADA-compliant and students with disabilities are offered a variety of reasonable accommodations in order to have complete access to all academic programs (in compliance with). Student Disabilities Services (SDS) provides programs and services to support the academic success of students and to facilitate educational access for students with disabilities.

Information about SDS is made available via the NCF website, the Undergraduate General Catalog, and the Graduate Catalog.

Nondiscrimination Rights Statement
New College of Florida is committed to providing equal opportunity for all applicants and employees and does not discriminate on the basis of race, color, religion, age, disability, sex, marital status, national origin,

sexual orientation, gender identity, gender expression, or veteran status. This Equal Education and Opportunity Policy is published in the General Catalog.

The nondiscrimination statement is also published on the Work Study section of the website (which also provides information about student rights regarding sexual harassment, the Americans with Disabilities Act, FERPA, and the Fair Labor Standards Act). This webpage also lists responsibilities of student employees.

NCF Regulations 3-4027 (Discrimination / Harassment) and 3-4018 (Sexual Discrimination / Harassment) provide more information on reporting – and procedures for handling reports of –harassment.

Acceptable Use of Information Technology (4-5002(2))
NCF Regulation 4-5002 outlines the rights and responsibilities of students (and faculty/staff) with regards to the use of information technology in accordance with laws on libel, privacy, copyright, trademark, obscenity, and harassment.

Offices responsible for review and revision of student rights

Because the Student Code of Conduct – and other student rights and responsibilities mentioned in this narrative – are established via institutional regulations, revisions are made in accordance with the Regulation Development Process. The NCF General Counsel publishes a notice of any proposed revisions publicly at least 30-days before the Board of Trustees considers adoption. Within fourteen days of the notice being published, anyone may submit written comments concerning the proposed revisions.

The endnotes on each regulation indicate when they are revised. For example, the Student Code of Conduct has been revised seven times since 2007, with the most recent revision adopted by the NCF Board of Trustees on August 19, 2016.

Conclusion

Through institutional regulations, pages on the NCF website, sections within the Undergraduate and Graduate Catalogs, emails, and other forms of communication, New College of Florida disseminates statements of student rights and responsibilities to the campus community. These published statements are clear, appropriate, and comprehensive, adhering to state and federal regulations.

Supporting Evidence (in order of appearance)
1) Florida Statute 1006.50 2) Student Code of Conduct 3) Student Code of Conduct webpage 4) Regulation 6-3005 (Student Code of Conduct) 5) Undergraduate General Catalog (link to Student Code of Conduct) 6) Graduate Catalog (link to Student Code of Conduct) 7) Section (3) of the Student Code of Conduct 8) BOG summary of evaluation of Codes of Conduct 9) Student Code of Conduct 10) Florida Board of Governors Regulation 6.0105 (Student Conduct and Discipline) 11) Undergraduate General Catalog (Academic Dishonesty) 12) Graduate Catalog (Academic Dishonesty) 13) Academic Dishonesty webpage (which includes a link to a *What You Should Know About Plagiarism* booklet 14) Code of Conduct: Housing Form Certification 15) Student Conduct Services 16) Student Rights webpage

17) Student Rights and Services page
18) FERPA Statement
19) Undergraduate Catalog (FERPA rights)
20) Graduate Catalog (FERPA rights)
21) Faculty Handbook (FERPA rights)
22) NCF Regulation 1-1009(2) (Student Records)
23) New student orientation webpage
24) Fall 2018 and Spring 2019 emails (Registrar notice of Consumer Information)
25) Annual Security and Fire Safety Reports on the Campus Police section of the website
26) 2018-19 Clery Report
27) 2017-18 Clery Report
28) Clery Report: email notices and stories in the New College News
29) Patient Rights and Responsibilities section of the Student Health Services website
30) Student Disabilities Services (SDS)
31) Undergraduate General Catalog (SDS)
32) Graduate Catalog (SDS)
33) General Catalog (Nondiscrimination)
34) Work Study section of the website (Nondiscrimination)
35) NCF Regulations 3-4027 (Discrimination / Harassment)
36) NCF Regulation 3-4018 (Sexual Discrimination / Harassment)
37) NCF Regulation 4-5002(2) (Acceptable Use of Information Technology)
38) Regulation Development Process

12.4: Student complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) supports the right of students to file grievances, complaints, and appeals in an environment that respects confidentiality and prevents retaliation. To that end, NCF publishes procedures by which students submit complaints and maintains an accessible record of those complaints that demonstrates the implementation of fair, published procedures to address and resolve complaints. A record of student complaints is available upon request by SACSCOC.

(a) Published procedures for addressing written student complaints

From 2013-14 until 2018-19, NCF recorded student complaints and their resolutions according to procedures outlined in a July 2013 memo from the Special Assistant to the President and SACSCOC Liaison. The memo:

- Defined a written student complaint as a statement from a student (not a prospective student, not a dismissed student, not an alum, and not a parent) expressing dissatisfaction with a decision, policy, or circumstance. This definition included student appeals of decisions but not routine requests for information or clarification. The definition also notes that, "Generally complaints are filed after lengthy discussion of the issue with a staff member has reached an impasse."

- Listed the following categories of complaints:
  - Academic complaints: academic appeals, academic records (including FERPA), academic suspension appeals, pending academic dismissal appeals
  - Disciplinary complaints: disciplinary suspension appeals, pending disciplinary dismissal appeals
  - Harassment and/or discrimination (student complaints about other students or employees)
  - Disabled student accommodation complaints
  - Financial aid appeals
  - Billing / account complaints

- Identified Complaint Liaisons appointed by the President, Vice Presidents, and Deans to represent each unit. All written student complaints are forwarded to a Complaint Liaison who enters information about the complaint into a central log, notifies the student making the complaint that the complaint has been filed, and refers the complaint to the appropriate person for resolution. The memo identifies the Complaint Liaisons and the areas for which they are responsible for logging complaints.

- Outlined procedures to document the resolution of complaints. After logging a complaint into the system and forwarding it to the appropriate person for resolution, the Complaint Liaison follows-up to make sure the complaint has been resolved. The Complaint Liaison then documents the date the complaint was resolved. The individual resolving the complaint is responsible for maintaining documentation of the resolution.

The 2013 memo informed NCF employees of the process to log written student complaints. Procedures for students to submit written complaints have been published in the Undergraduate General Catalog, on the institutional website, and within the Student Code of Conduct.

Undergraduate General Catalog, Graduate Catalog, and NCF Regulations

The Student Complaints and Appeals section of the Undergraduate General Catalog first noted that students should attempt to resolve issues informally before submitting a formal written complaint:

> *Every attempt to resolve issues or disputes informally should be exhausted before a student decides to file a written complaint. All students are welcome to use services of the* ***Ombuds Office*** *to talk over issues with a trained Ombudsperson, who will suggest alternative solutions. Contact: ombuds@ncf.edu. Issues are often best resolved at the primary level or grass-roots level, and many do not rise to the level of complaints or appeals.*

This was reiterated in the next paragraph that noted students should first discuss academic complaints with their instructors and contract sponsors. If informal means did not resolve issues, the Catalog listed the individuals and offices students should contact via email to file written complaints:

Area	Complaint Liaison
Academic complaints	Office of the Provost
Sexual harassment, discrimination, or misconduct	Title IX Coordinator or 4 Title IX Investigators
Other types of harassment by an employee	Human Resources
Other types of harassment by another student	Dean of Student Affairs
Residential life and dining service issues	Senior Associate Dean of Student Affairs
Financial aid appeals	Associate Dean of Enrollment Services
Complaints against the campus police	Campus Police Chief
Counseling and Wellness Center complaints	Director of the Counseling and Wellness Center
Disability issues or complaints	Disability Services
Parking appeals	Parking services
Readmission appeals	Office of the Registrar
Residency reclassification appeals	Office of the Registrar

The Undergraduate General Catalog also provided information on appeals and complaints for specific issues, such as the process to appeal academic contract certification decisions ("passing" a semester contract), academic probation decisions, and academic dismissal decisions to the Student Academic Status Committee; the process to appeal academic eligibility for financial aid; and the process to appeal alleged violations of academic honesty. The Graduate Catalog outlined the same student complaints procedures that are listed in the Undergraduate General Catalog.

NCF Regulation 3-4027 (Discrimination / Harassment) aligns with the Catalog in informing students they may file claims regarding discrimination or harassment to Human Resources (if the complaint is against an NCF employee), the Dean of Student Affairs (if the complaint is against an NCF student), or the Ombudsperson, General Counsel, or Campus Police.

Report a Problem webpage

The Report a Problem webpage (within the Office of the General Counsel's section of the website) also provided information and links for students to submit complaints. Like the procedures outlined in the Catalog, this webpage began by encouraging students to use all appropriate internal College processes and channels of discussion to resolve issues. This webpage also provided contact information for the Student Ombudsperson.

The webpage then explained the process outlined in the 2013 memo:

(a) Students who are dissatisfied with the resolution of their complaint through informal processes are informed to send an email or letter to the Dean, Vice President, or President responsible for the issue.

(b) Complaints are logged into a centralized complaint log.

(c) Designated Complaint Liaisons are responsible for logging student complaint information.

The Report a Problem webpage also provided information on how students can submit complaints beyond NCF (e.g., reporting complaints of waste, fraud, or financial mismanagement to the Florida Office of the Inspector General; violations of the Code of Ethics for Public Officers and Employees to the Florida Commission on Ethics; discrimination complaints in the areas of employment and housing to the Florida Commission on Human Relations; complaints regarding discrimination and other civil rights problems to the U.S. Department of Education Office for Civil Rights; and allegations of fraud, waste, or abuse of funds to the U.S. Department of Education's Office of Inspector General). Since NCF gained membership into the Florida State Authorization Reciprocity Agreement (FL-SARA) in December 2018, this webpage has noted that out-of-state distance education students may appeal non-instructional complaints to the FL-SARA PRDEC Council.

To ensure students can easily access procedures to file complaints, this information (or links to the procedures) was also provided on the Student Rights and Services webpage (within the Consumer Information section of the website) and the Compliance webpage (within the Office of Internal Audit and Compliance section of the website). The Campus Police also publish a Compliments and Complaints document on the website outlining how anyone can submit a complaint.

Student Code of Conduct

The Student Code of Conduct (NCF Regulation 3-6005) – published online as part of the institutional Regulation Manual and within the Campus Life section of the website – articulates student rights and responsibilities. It also outlines procedures for students to file written complaints against students who violate the Code of Conduct. Complaints may be filed in writing through the Office of Student Affairs or submitted through a reporting system.

The reporting system provides links to three online forms that allow students to submit concerns that do not necessarily fall under the institutional definition of a student complaint:

(a) An Incident Reporting Form whereby students can file written complaints about roommate issues and concerns about the safety and well-being of the residential community. Through this form, 949 incidents were reported and addressed between 2016-19. The Office of Student Affairs investigates complaints against other students according to procedures outlined in the Student Code of Conduct. If a student uses this form to submit a written student complaint as defined by the 2013 memo (an expression of dissatisfaction with a decision, policy, or circumstance of the College), the complaint is logged in the central record system (according to the procedures outlined in the 2013 memo).

(b) A form to Report a Student of Concern whereby students, faculty, and staff can provide information to the NCF Student Support Team to address individual challenges that may hinder student success at NCF. Since this form is not used to report student complaints, no further information will be provided in this narrative.

(c) A form to report Title IX violations through which students can report incidents in which they, or someone they know, was subjected to discrimination or abuse as related to their gender and/or sex. This form is also available through a link from the Title IX page of the Campus Life section of the website. The website, along with NCF's Title IX Regulation, describe the process NCF follows to investigate alleged Title IX violations. Completed forms are routed to the Title IX Coordinator. As noted on the reporting form, students who wish to file a complaint against a member of the NCF community may choose to use this form as part of their written student complaint.

(b) Evidence of implementation of procedures and record of student complaints accessible to SACSCOC

Individuals or offices responsible for maintenance of the records

The Complaint Liaisons noted above were responsible for recording information about student complaints, notifying students that complaints have been filed, referring complaints to appropriate individuals for resolution, and recording information about the resolution.

Complaint Liaisons entered complaint records into an online form which stores the information in a database, Complaint Liaisons, along with the SACSCOC Liaison, were granted access to the student complaint log (which they access through their network log-in ID and password).

Elements of a complaint review in records

As a screenshot of the data entry system for an October 2018 student complaint indicates, Complaint Liaisons recorded the following elements of a written student complaint into the centralized database:

- The student's first and last names
- Complaint Liaisons chose one of the following 14 types of complaints from a drop-down menu:

Academic Appeals	Academic Dismissal Appeal
Academic Records (FERPA)	Academic Suspension Appeal
Accreditation or Violation of State Law	Billing
Disability Services / Accommodations	Disciplinary Offenses (suspension & dismissal)
Financial Aid Appeals	General (Academic Affairs)
General (Enrollment Services / IT)	General (Finance & Administration)
General (Student Affairs)	Harassment and/or Discrimination

- A checkbox to indicate whether the complaint was referred to an individual or office
- The name of the individual to whom the complaint was referred
- The text of the complaint
- Comments from the Complaint Liaison and/or a description of the resolution
- An indication of whether the complaint was resolved, was not resolved, or withdrawn
- The date the complaint was resolved

Student complaint records: May 2013 until June 2019

As a redacted report from the student complaint system shows, Complaint Liaisons logged 762 written student complaints into the database from May 2013 until the end of June 2019. The following table displays the number of each type of complaint from 2013 until 2018:

Type of written student complaint	2013	2014	2015	2016	2017	2018
Parking (General – Finance & Administration)	49	103	106	127	91	49
Financial Aid	15	19	25	23	23	49
Academic Appeals	11	21	4	3	1	1
General Student	3	5	12	0	0	0
Harassment	1	0	4	0	0	1
Disability Services	0	0	1	0	0	0
Total number of written student complaints	**79**	**148**	**152**	**153**	**115**	**100**

As the table indicates, the student complaint system was overwhelmingly populated by appeals for parking citations, requests for financial aid petitions for state scholarships (categorized as "Financial Aid"), and Satisfactory Academic Progress petitions (also categorized as "Financial Aid").

Of the 762 written complaints in the system, all but 6 were resolved. Two complaints in the system were later withdrawn by the students who submitted them and four complaints were unresolved as of June 2019. The four student complaints marked as unresolved included:

- A July 2013 complaint about issues involving Student Affairs in which the student wrote that she did not expect resolution.
- Two parking citation appeals (one from 2017 and another from 2018). Since the resolution of parking appeals is either "appeal approved" or "appeal denied," these complaints were resolved but the Complaint Liaison did not enter information into the system.
- A Satisfactory Academic Progress petition from June 19, 2019 which had not been resolved at the time this narrative was written (June 20, 2019).

The two withdrawn complaints included a February 2018 Satisfactory Academic Progress petition and a September 2015 complaint about housing staff allegedly entering a student's residence without permission.

Examples of written complaints and documentation of resolution

Although the vast majority of concerns are resolved before becoming written student complaints, NCF does follow its procedures to record and document the resolution of written student complaints. Eight examples of complaints and their resolution are provided as evidence that NCF implements its procedures.

Academic complaints

- 2014 academic dismissal decisions and appeals
  As noted earlier, the Undergraduate General Catalog outlines procedures for students to appeal academic contract certification decisions, academic probation decisions, and academic dismissal decisions through the Student Academic Status Committee (SASC). If a student is unsatisfied with the decision of the SASC to the appeal, the Catalog outlines a process to issue a complaint to the Office of the Provost.

  An example appeal from May 2014 provides evidence of a case in which a student originally placed on academic dismissal appealed the decision to the SASC. Based on extenuating circumstances, the SASC changed its decision to place the student on academic probation and notified the student in writing.

  Another example from May 2014 shows a successful appeal of a dismissal recommendation based on medical grounds.

  Yet another example from May 2014 demonstrates a student submitting a written appeal of a 2013 administrative withdrawal/dismissal recommendation. Again, the student submitted the appeal in writing to the Office of the Registrar (according to the procedures outlined in the Catalog). The SASC considered the evidence and made its decision to approve the student's readmission.

Non-academic complaints

- 2013 complaint about issues within Student Affairs
  Evidence from this complaint demonstrates that the information entered into the online database is accurate. The student submitted a complaint to the NCF President on July 26, 2013 and noted that

she did not expect a resolution. The complaint was forwarded to the SACSCOC Liaison who, as a Complaint Liaison, entered the complaint into the online database.

- 2019 allegation of a potential SACSCOC violation
  Supporting evidence of this complaint demonstrates that the student submitted an email to the President on January 19, 2019 with concerns about a search for a lab technician within the Physics area of concentration. The NCF President responded in writing on January 21 to schedule a meeting to resolve the issue with the student. The student submitted a new written complaint on May 16 to which the President replied the next day. After several more emails, the student agreed to submit a public comment at the June 8, 2019 Board of Trustees meeting.

- 2015 complaint – issues with the ADA system
  This example once again shows the accuracy of the records entered into the online student complaint database. The student emailed the NCF President with a concern about how staff treated the student when the student sought ADA accommodations. The President replied to the student the next day and forwarded the concern to the appropriate staff in Student Affairs for investigation. Student Affairs and Student Disability Services staff responded to the President that day and the Coordinator of Student Disability Services contacted the student to resolve the issue.

- 2015 complaint – issues with the Counseling and Wellness Center (CWC)
  This example provides evidence of the written complaint (dated November 13, 2015), the record entered into the online database (dated, again November 13, 2015), a description of the complaint, and a description of the resolution.

- 2015 complaint about a fee for damage to a residence hall
  Evidence of this complaint shows a student successfully appealed a fee for damage to a residence hall.

- 2015 complaint about an incident at a public lecture
  In this complaint, a student shared disappointment over the College's reaction to racial slurs at an event. The President acknowledged the complaint, shared the issue with members of the Committee on Diversity, Community, and Campus Life, asked the student to help generate ideas for improvement, and shared those ideas with his leadership team.

- 2018 allegation of racial profiling
  This example details an allegation of racial profiling by Campus Police and the subsequent investigation. While the investigation concluded that the allegation was unfounded, Student Affairs staff kept in communication with the student (who ultimately decided to drop the charges). As noted in the evidence, this is an example of an issue that was a judicial process (handled through the Student Affairs reporting system) and did not rise to the level of a written student complaint.

Appeals

Since the student complaint system includes appeals, examples of appeals are provided as evidence of the implementation of institutional policies and procedures.

- 2018 appeal of a violation of the pet policy
  Evidence from this complaint shows a student appealing a violation of the residential life pet policy by submitting the appeal in writing to the Dean of Student Affairs. The evidence shows the Dean of Student Affairs reminding the student of the process.

- 2015-17 appeals of Student Code of Conduct violation
  In this example, the Interim Dean of Students notified a student in December 2015 of sanctions related to allegations that the student had violated the Possession, Use, and Sale (ALL DRUGS) section of the Student Code of Conduct. Following policy, a Conduct Hearing Board held a hearing and found the student responsible for the alleged violations. The student was notified of this finding and the sanctions imposed in a January 2016 letter. The student filed an appeal, which the Interim Dean of Students denied in March 2016. The student filed another appeal in summer 2017 which was also denied.

- 2019 appeal of Student Code of Conduct violation
  Evidence for this example shows a student was notified in January 2019 of a violation of the alcohol and drug section of the Student Code of Conduct. The student appealed the decision to the Dean of Student Affairs in February, who responded within three days with a decision to deny the appeal.

(c) Improved student complaint system implemented Fall 2019

While the system in place from 2013-19 was functional in allowing complaints and resolutions to be logged and monitored, the system suffered from three deficiencies. First, the complaint log was overwhelmed with regular appeals for parking citations, financial aid decisions, and standard academic progress reviews. These were appeals and petitions – not complaints – and they made it difficult to identify any trends in student complaints.

The second deficiency was the system required too much manual data entry. Complaint Liaisons manually entered information about each student complaint into the database and then manually entered a description of the resolution.

The third perceived deficiency was that the decentralized nature of the complaint submission system – in which students would email their complaints to individuals in various offices – may have disincentivized students from submitting written complaints. Further complicating things, a Complaint Liaison may not have recognized a student email represents a complaint and, therefore, NCF may be missing valuable feedback from students.

To remedy this, a new set of procedures was developed to for students to submit complaints, concerns, appeals, petitions, or suggestions. The system is to be piloted in Fall 2019.

The diagrams on the following page compare the 2013-19 system to the procedures to be piloted in Fall 2019. Whereas the old system treated complaints, concerns, appeals, and petitions similarly, the new system consists of three sets of procedures based on the following definitions:

Complaint: An allegation that a published policy or procedure has been violated or applied unfairly.

Concern: A statement from a student expressing dissatisfaction with a decision, policy, or circumstance.

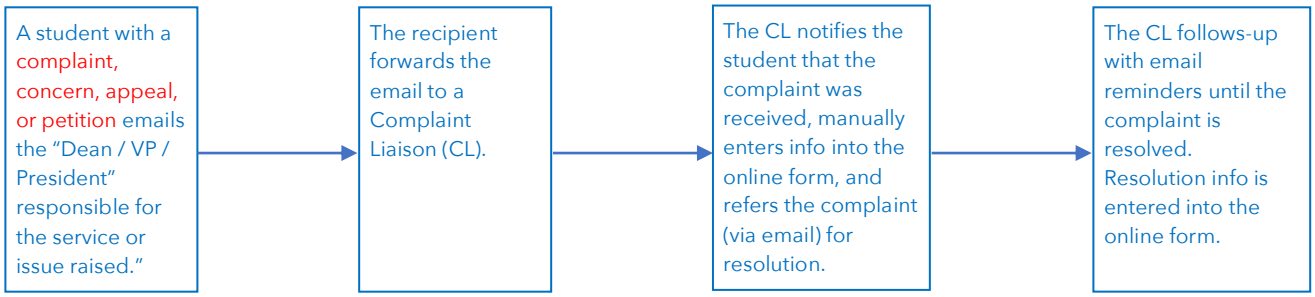
Appeal: A request to review a decision that has been made according to policy/procedure.

Petition: A request for a decision in accordance with policy/procedure.

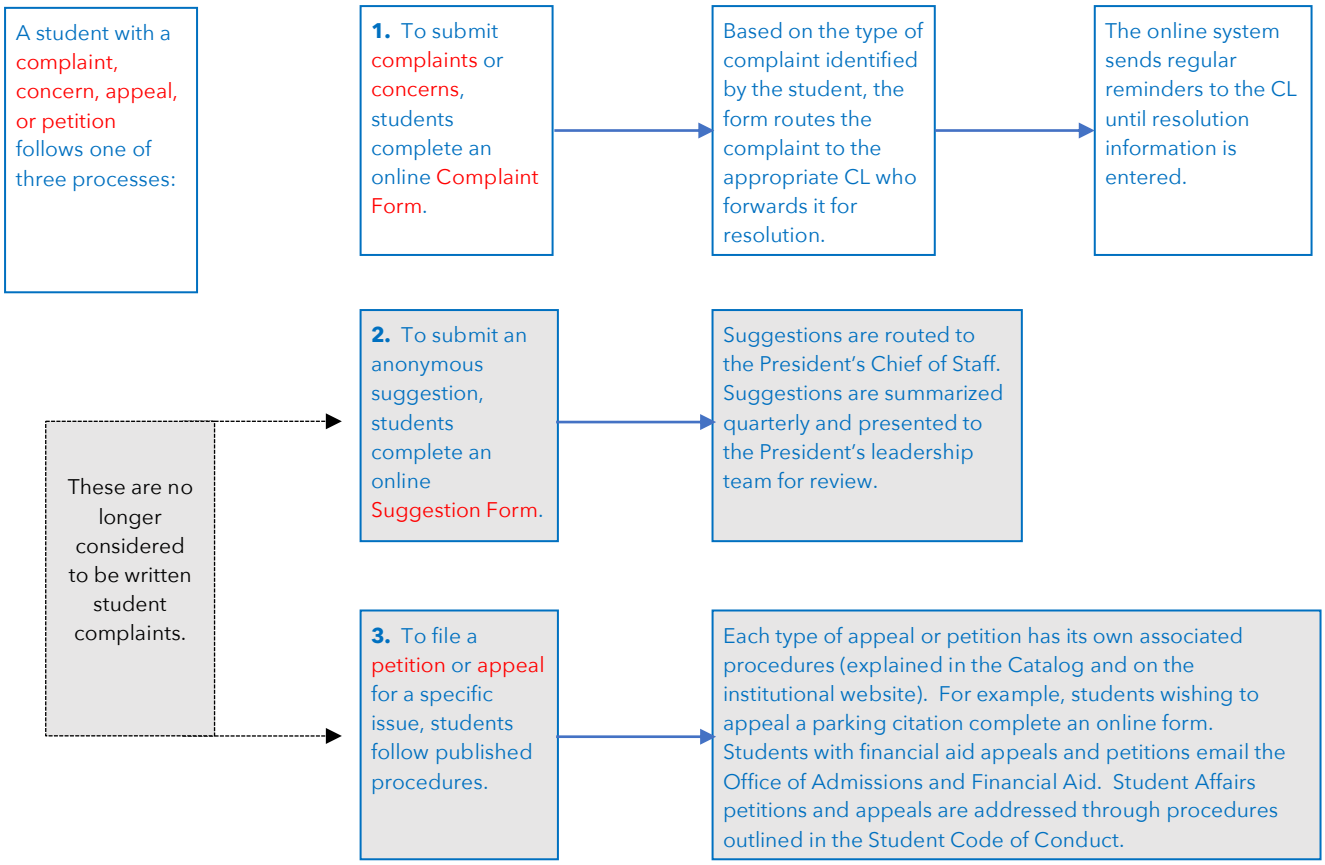
Suggestion: An idea or plan submitted (possibly anonymously) for consideration.

As of Fall 2019, a "written student complaint" is defined as a complaint or concern submitted by a current student through the new online Complaint Form.

2013-2019 Student Complaint Process:



2019 Procedures for Student Complaints, Concerns, Appeals, Petitions, and Suggestions:



The three sets of procedures are as follows:

(1) Students who wish to submit a complaint or concern complete an online Student Complaint Form. This form reminds students they are encouraged to try to resolve issues at the local, grass-roots level through face-to-face discussion. In asking the student to categorize the type of complaint or concern, the form indicates to whom the complaint or concern will be submitted. For example, if the student wishes to submit a complaint concerning Financial Aid, the student is informed that the information will be forwarded to the Dean of Enrollment Management. If the student's issue is with the individual who will receive the complaint (e.g., the student wishes to submit a concern about the Dean of Enrollment Management), the student is given the option to submit the complaint or concern only to the Ombudsperson.

In addition to forwarding the complaint or concern to the individual identified in the form, all complaints and concerns are also forwarded to the Ombudsperson and are stored in an online database. The Ombudsperson and individual receiving the complaint receive regular, automated reminders until they enter information about the resolution of the issue into the online form.

Through this system, NCF will have an accessible record of student complaints and concerns (verbatim from students; not transcribed by Complaint Liaisons). The log will also record contact information for the student submitting the complaint, the date of the complaint, the type of complaint submitted, information about the resolution of the complaint, and a resolution date.

(2) Anyone, including students, who wish to submit suggestions (an idea or plan for consideration) are able to submit an online suggestion form. This form allows students to submit suggestions anonymously to the President's Chief of Staff who provides quarterly summaries of all suggestions received to the President's leadership team.

(3) Students who wish to file appeals or petitions follow procedures specific to the type of appeal or petition they wish to file (in accordance with procedures outlined in the Catalog, in the Student Code of Conduct, or on webpages for offices that deal with appeals and petitions). For example, students filing financial aid appeals or academic progress petitions email the Office of Admissions and Financial Aid. Students who wish to appeal parking citations complete an online parking citation appeals form. Students wishing to appeal an accommodations decision made by Student Disability Services follow directions published on the SDS website. These procedures have not changed as a result of the new 2019 complaint system.

These procedures are explained in the Undergraduate General Catalog, the Graduate Catalog, and on the Report a Problem webpage.

(d) Record of student complaints available upon request

A record of complaints from the 2013-19 and the Fall 2019 pilot system are available to SACSCOC upon request.

Conclusion

Through procedures outlined in the Undergraduate General Catalog, Graduate Catalog, and the Report a Problem webpage, New College of Florida publishes appropriate and clear procedures for addressing written student complaints. More than a dozen examples provide evidence that NCF follows the procedures when resolving complaints. A record of student complaints is accessible to SACSCOC upon request.

Supporting Evidence (in order of appearance)
1) July 2013 memo from the Special Assistant to the President and SACSCOC Liaison
2) Student Complaints and Appeals section of the Undergraduate General Catalog
3) Undergraduate General Catalog also provides information on appeals and complaints for specific issues
4) Graduate Catalog
5) NCF Regulation 3-4027 (Discrimination / Harassment)
6) Report a Problem webpage
7) Student Rights and Services webpage
8) Compliance webpage
9) Campus Police: Compliments and Complaints
10) Student Code of Conduct

11) Reporting system
12) Incident Reporting Form
13) 949 incidents were reported and addressed between 2016-17 and 2018-19 – Student Incidents Report
14) Student of Concern Form
15) Title IX Report Form
16) Title IX webpage
17) NCF's Title IX Regulation
18) Screenshot of the data entry system for an October 2018 student complaint
19) Redacted report from the student complaint system (2013-19)
20) July 2013 complaint about issues involving Student Affairs
21) Two parking citation appeals (one from 2017 and another from 2018)
22) Satisfactory Academic Progress petition from June 19, 2019
23) Two withdrawn complaints
24) Example academic appeal from May 2014
25) Another academic appeal from May 2014
26) Yet another example from May 2014 (readmission petition)
27) 2013 complaint about issues within Student Affairs
28) 2019 allegations of a potential SACSCOC violation
29) 2015 complaint about Student Disability Services accommodations
30) 2015 complaint – issues with the Counseling and Wellness Center
31) 2015 complaint about a fee for damage to a residence hall
32) 2015 complaint – racial slurs
33) 2018 allegation of racial profiling
34) 2018 appeal of a violation of the pet policy
35) 2015-17 appeals of Student Code of Conduct violation
36) 2019 appeal of Student Code of Conduct violation
37) Student Complaint Form
38) online suggestion form
39) Parking Citation Appeal form
40) Student Disability Services appeal information
41) Undergraduate General Catalog
42) Graduate Catalog

12.6: Student debt

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Default Prevention Program (DPP)

The New College of Florida Default Prevention Program (DPP) details how NCF provides information and guidance to help all student borrowers understand how to manage their debt and repay their loans. A Default Management Committee – consisting of staff from the offices of Financial Aid, Counseling and Wellness, Finance, Admissions, and Student Affairs – develops, reviews, and approves the DPP each year. The most recent DPP was approved July 3, 2019.

The DPP outlines institutional efforts to provide student loan borrowers strategies to minimize their loan debt and information on their responsibility to repay their student loans. These efforts begin even before students enroll at NCF, as admitted students receive a Financial Aid Award Guide with their award letters [sample 2018-19 Statement of Award]. While the award letter provides a link to entrance counseling provided by the U.S. Department of Education, the Financial Aid Award Guide provides additional information, including an overview of the financial aid process, a description of financial aid programs, and advice on how students may reduce their student loans or decline them altogether. Additionally, financial aid staff contact admitted students to explain financial aid packages and encourage Pell-eligible students to apply for Pell Grants (which may not need to be repaid).

As students enroll and attend NCF, institutional debt management and repayment efforts continue through ten main strategies detailed in the DPP:

1. **Designing and Delivering Communication Plan** (e.g., publishing debt management articles in the student newspaper; posting quick tips and deadlines on social media; coaching students who fail to meet satisfactory academic progress)

2. **Collaborating with Other Offices and with Students to Share Messages and Information**.

3. **Alerting Students to Entrance Counseling and Exit Counseling; reminding them of their repayment obligation after Graduation, Withdrawal, Leave of Absence, or Emergency Leave of Absence**. As listed in the DPP:
   - All students are required to complete online Entrance Loan Counseling
   - All graduate students are required to complete in-person Entrance Loan Counseling
   - All graduating students are required to complete online Exit Loan Counseling
   - All withdrawn/withdrawing students are required to complete online Exit Loan Counseling
   - All graduate students are required to complete in-person Exit Loan Counseling upon graduation, withdrawal, leave of absence, or emergency leave of absence
   - All students who are required to complete Exit Loan Counseling, or who have an outstanding balance on their student accounts, will have holds placed for transcripts and diplomas until the requirement is satisfied.

When a student withdraws from the College (or for any student who has a break in enrollment), Financial Aid staff send a letter notifying the student of the exit counseling requirement. To ensure compliance, a hold is placed on the withdrawn student's account until the exit counseling requirement has been met. This hold prevents students from being able to receive transcripts (if withdrawn) or registering for an upcoming term (if on leave of absence).

The Financial Aid Office follows a communication plan to inform graduating students of the exit counseling requirement. If graduating students do not complete exit counseling, the College places a transcript hold on their account and also holds their diploma until the requirement is fulfilled.

All students complete entrance and exit counseling at www.studentloans.gov.

4. **Continuing Use of the Withdrawal Request Form**. The Registrar's Withdrawal Request Form, which includes information on the steps necessary to take proper care of all business before leaving New College, is used by all administrators who come in contact with a student planning to withdraw. It provides contact information for financial aid staff and encourages students to discuss with them the impact of withdrawal on current aid and future aid eligibility (alerting the student to issues regarding return of Title IV aid, and repayment of student loans). Withdrawing students are also provided with instructions for re- enrollment. Similar forms are provided for students declaring a leave of absence or emergency leave of absence to ensure they meet with Financial Aid professionals.

5. **Tracking and Advising Borrowers - Grace Period, Repayment, Delinquency**. The Default Management Committee uses default management reports provided by the US Department of Education to identify and track borrowers during their grace period and repayment. The Default Management Committee sends a letter of reminder to borrowers during their grace period. The Financial Aid Coordinator sends letters to borrowers on the monthly delinquent borrower report. As a student's delinquency increases, the letter increasingly stresses the consequences of default and the importance of dealing with the situation immediately. Information on deferments and forbearances is included with the letters. If a graduate is in a default situation, a hold is placed on their account here at New College, preventing them from obtaining a transcript. Should letters be unsuccessful in contacting at-risk borrowers, the Alumnae/i Association is asked for contact information and/or skip-tracing techniques offered by free Internet services will be employed to allow staff to search for updated addresses, email, or phone numbers for delinquent borrowers whose mail is returned or phone disconnected.

6. **Providing Debt Management and Personal Finance Education Resources**. The Default Management Committee has implemented an online Resource Library. This comprehensive Financial Literacy and Debt Management section of the institutional website, maintained by the Associate Director of Financial Aid, features links to online forms, publications, calculators, newsletters, and other useful websites.

7. **Evaluating and Approving Financial Aid Packaging Philosophy**. This philosophy includes a focus on encouraging conservative borrowing by students and promoting scholarships, other gift aid, and job opportunities in lieu of loans.

8. **Evaluating and Approving the Default Prevention Program**. The Default Management Committee examines the current Default Prevention Program annually to determine what works effectively and what does not. As a part of this annual assessment, the Default Management Committee works closely with debt management consultants; reviews useful websites; and attends default prevention conferences and workshops to ensure cutting-edge programs and services for its student

population. For example, the working draft of the 2019-20 DPP updates the plan to communicate with students in repayment to reflect an agreement signed with an outside vendor to provide this service.

9. **Reviewing the annual Cohort Default Rate to determine if we have grounds for appeal.** The following table compares Cohort Default Rates of New College of Florida to national averages:

Cohort Default Rates

	2011	2012	2013	2014	2015	2016
	1/93 =	6/111 =	4/141 =	5/154 =	11/116 =	
New College of Florida	**1.1%**	**5.4%**	**2.8%**	**3.2%**	**9.4%**	**1.9%**
Public 4-year	8.9%	7.6%	7.3%	7.5%	7.1%	*
National			11.3%	11.5%	10.8%	*

Source: https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

* The 1.9% CDR is our FY 2016 draft CDR. The final CDR will be available September 2019.

In providing this data, the Federal Student Aid Office of the U.S. Department of Education notes:

> *Some schools have a small number of borrowers entering repayment. At other schools, only a small portion of the student body takes out student loans. In such cases, the cohort default rate should be interpreted with caution as these rates may not be reflective of the entire school population.*

Even though the small number of student borrowers makes New College of Florida's Cohort Default Rate vary from year-to-year, NCF's rate generally compares favorably to that of other public, four-year institutions. This provides evidence as to the effectiveness of our DPP.

10. **Referring students to the Center for Career Engagement and Opportunity** to explore career options, to implement post-graduation actions plans, and to secure employment/continued education that will allow them to repay their student loans.

Annual Reports

Beginning with the 2017-18 academic year, Florida Statute 1009.45 requires New College of Florida to provide annual reports to all students receiving federal loans. These annual reports are required to provide student borrowers:

(a) an estimate of the student's total amount of borrowed student loans,

(b) the student's total potential loan repayment amount, including principal and interest, for the total amount of borrowed student loans,

(c) the student's monthly loan repayment amounts for the total amount of borrowed student loans, and

(d) the percentage of the borrowing limit that the student has reached

NCF implements this requirement through the College Cost Meter emailed to student borrowers each year. A sample College Cost Meter email sent in 2018 demonstrates all the required information is provided to student borrowers, in accordance with state law.

General student debt management education

In addition to all the strategies described above, Student Affairs staff provide workshops to all students on financial literacy and debt management [email for an April 2018 Financial Literacy Workshop: [M]APPing out your Money].

Conclusion

As documented in the Default Prevention Program (DPP) developed by the Default Management Committee, New College of Florida employs 10 primary strategies to ensure all student borrowers understand how to manage their debt and repay their loans. These strategies target newly admitted students, currently enrolled students, students on leaves of absence, withdrawing or withdrawn students, graduating students, and both undergraduate and graduate students. NCF's relatively low cohort default rate, when compared to public four-year institutions and the national average, provides evidence of the effectiveness of the DPP.

Supporting Evidence (in order of appearance)
1) NCF Default Prevention Program (2019-20)
2) Financial Aid Award Guide
3) Sample 2018-19 Statement of Award
4) Debt management articles
5) Studentloans.gov screenshot
6) Registrar's Withdrawal Request Form
7) Form: declaring a leave of absence
8) Form: emergency leave of absence
9) Letters to borrowers
10) Financial Literacy and Debt Management section of the institutional website
11) Cohort Default Rates
12) Federal Student Aid Office of the U.S. Department of Education note
13) Florida Statute 1009.45
14) College Cost Meter email sent 2018
15) Financial Literacy Workshop notice

12.5: Student records

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through the implementation of institutional regulations and regular training on institutional guidelines, New College of Florida (NCF) protects the security, confidentiality, and integrity of its student records in accordance with the Family Educational Right to Privacy Act of 1974 (FERPA) and provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Through an agreement with the University of South Florida Information Technology Data Center, NCF ensures that electronic student data is fully protected and backed-up.

This narrative first outlines the general policies and procedures in place to ensure the security, confidentiality, and integrity of all types of data. Then, after defining the types of student records maintained and stored at the College, policies and procedures specific to student records are discussed.

General policies and procedures for security, confidentiality, and integrity of data

Published policies and procedures

Florida Board of Governors Regulation 3.0075 (Security of Data and Related Information Technology Resources) requires each state university to develop and annually review an information security plan based on best practices from recognized national industry standards. NCF meets this requirement through the Information Technology Security Plan (ITSP) maintained by the Office of Information Technology (IT).

In complying with state laws, federal laws, and Board of Governors regulations, the ITSP identifies and outlines key information security personnel, institutional policies and procedures, tools and processes to identify risk, mitigation tactics, and a security awareness program. The ITSP also expresses the collective responsibility of all NCF constituents to ensure the confidentiality of personally identifiable information and the integrity of data stored on or processed by NCF information systems.

The ITSP defines the roles and responsibilities for the following information security personnel and users:

- Director of Infrastructure & Technology Support (the Information Security Officer) who is responsible for the development, planning, and implementation of security management.
- Director of Application Support, responsible for the development, management, and implementation of resources and services related to the Banner ERP system.
- Technology Advisory Committee (TAC) Executives, a committee responsible for the approval of IT disaster recovery and security plans.
- Incident Response Team, consisting of IT leadership, the systems and security administrator, and network/server administrators, responsible for responding quickly to identify threats to the data infrastructure, assess the level of risk, and take immediate steps to mitigate risks to NCF information resources.

- Data owners, typically the most senior officer in a division or department (e.g., the Registrar with student data, the Controller for financial data, the Assistant VP of Human Resources for employee data), are assigned administrative control and have been officially designated as accountable for specific information asset datasets.
- Data users, defined as any employee, contractor, or third-party provider authorized to access information assets.

To protect against the risk of unauthorized use of, or access to, information, the ITSP identifies four safeguards that have been implemented at NCF:

1. Security awareness training – all employees with access to sensitive data receive training on the importance of confidentiality, including a review of provisions of state and federal laws. Employees are trained to avoid risks, to keep passwords secure, and to properly dispose of documents that contain personally identifiable information. All new employees receive training on data security and privacy and watch a training video on identity theft and red flags as part of the orientation process.
2. Physical security – NCF limits access to personally identifiable information to only those employees who have a business reason to know such information. Paper documents containing personally identifiable information are kept in office file cabinets or rooms that are locked each night. Storage areas holding paper documents are kept secure at all times. IT is responsible for the physical security of systems containing sensitive data. Server and systems maintained in IT data rooms are locked at all times, use an electronic card access system to monitor entry, and have a camera system recording activity in the room.
3. Technical security – IT uses firewalls, intrusion prevention systems, access control lists, end point protection, vulnerability scanners, sensitive data discovery, centralized logs, and suspicious activity alerting to monitor and protect information systems.
4. Responding to alerts – Reports of potential malicious activity and vulnerabilities are reviewed regularly and actions are taken immediately on any suspicious behavior (such as disabling a user account or blocking network access).

The ITSP then identifies the following institutional regulations (in Chapter 4 of the Regulation Manual) that help ensure the security of information systems:

- *4-5001: Use and Protection of Information Technology Resources* – outlines that to manage risk, the Office of Information Technology defines user responsibilities to protect and safeguard user identification and passwords. IT also is responsible for developing and deploying appropriate operating standards and procedures to manage risks related to data security, access to the administrative and academic data networks, and business continuity planning.

- *4-5002: Information Technology Acceptable Use* – forbids the use of accounts and passwords by persons other than those to whom they have been assigned by IT. Users are required to change their passwords and report any incidents to Information Technology when they detect or suspect unauthorized use of accounts or resources. This regulation also states that users should "engage in responsible computing practices by establishing access restrictions for their accounts where appropriate, guarding passwords, and changing passwords regularly." Users violating this policy may be subject to disciplinary action.

- *4-5003: Information and Communication Security Program* – identifies the Director of Technology Support as the College's designated Information Security Officer (ISO), responsible for coordinating

an information and communication security program, which includes ensuring that data confidentiality, integrity, and accuracy are appropriately safeguarded.

- *4-5007: Virtual Private Networking (VPN)* – outlines how users can securely access College data remotely. The regulation notes that users accessing data through the VPN are subject to the same data security rules and regulations that apply to College-owned computers.

- *4-5010: Passwords* – requires all College-owned electronic devices to have password protection enabled. This regulation restates password requirements (changing passwords every 90 days, not inserting passwords into emails, not sharing passwords with anyone, not writing or storing passwords without encryption).

- *4-5011: Information Security* – defines confidential, personally identifiable, sensitive, and public information. This regulation also states the policies and procedures to address information security (that are included in the ITSP).

- *4-5012: Network Storage Use* – suggests uses for individual and shared network storage and establishes procedures for the retention of employee work-related files. Once an owner of an Employee File Share is no longer employed at NCF, that individual's supervisor is provided two weeks access to move files to archive storage.

The ITSP then identifies IT policies and procedures – some of which are discussed below – and notes that the ITSP is regularly evaluated and revised.

Data back-up and retrieval – disaster plan

One of the IT policies identified in the ITSP is the Systems Backup Policy. This Policy assigns responsibility to the System Administrators for backing-up all databases and server system states with at least one full back-up per week. Database back-ups are retained for five weeks, in accordance with state, federal, and institution policies.

NCF's recently-developed Comprehensive Emergency Management Plan (CEMP) also addresses disaster planning with regards to College data. In outlining pre-disaster mitigation activities, the CEMP (which was disseminated to all NCF faculty and staff) notes:

> *Campus Information Technology (IT) Infrastructure upgrades include the College's IT network currently being supported via core switching equipment located in three campus buildings plus data closets located in each campus building, all linked together via data wiring. Also, it has the capability to move critical IT systems to the Winter Haven data center to be independent of New College infrastructure; which allows for New College to maintain critical IT services throughout a major disaster.*

To further ensure continuity of operations in the case of emergency, NCF's Banner Hosting Agreement with the Information Technology Data Center of the University of South Florida notes in Exhibit 2 that the:

> *Data Center will perform nightly backups of all Oracle production instances and incremental backups of all other files. On a weekly basis, Data Center will replicate a copy of the nightly backups to an off-campus location. Should any disaster (such as a hurricane) threaten the Tampa area, the backup and replication schedule will be modified by Data Center to have the most current copy of backups at the off-site location, time permitting.*

The Hosting Agreement also describes the environmental and security protections of the Tampa Campus computer room.

Training

As noted in the Information Technology Security Plan, all employees with access to sensitive data receive training on the importance of confidentiality and security. In addition to the training new employees receive during the onboarding process, employees are required to sign *The Data Access and Security Compliance Statement* to indicate they agree to abide by state and federal laws and all College policies that apply to the proper use of data. A signature also indicates an understanding of obligations to store data under secure conditions and make every reasonable effort to safeguard the privacy of all confidential data.

NCF Regulation 4-5011 requires annual information security training. January and February 2019 emails from the Office of Human Resources shows the dissemination of an online training module entitled Checkpoint: Data Security & Privacy. The emails indicate this training was also offered to all faculty and staff in 2017 and 2018 and that all newly hired employees are required to complete the module during the onboarding process.

NCF staff who use the Banner ERM and Student Information System gather monthly at NCBUG (New College Banner User Group) meetings to discuss upgrades, data definitions, and best practices. As minutes from 2018-19 NCBUG meetings show, discussions can cover confidentiality (such as the October discussion of the European Union General Data Protection Regulation), security (such as the December and April discussions of two-factor authentication to access Banner, or the April discussion of semi-annual security reviews), data integrity (such as the January discussion in which the Registrar proposed a new enrollment status code for special case students), data ownership (such as the February discussion to clarify when the Registrar takes ownership of data from Admissions).

Types of student records

NCF Regulation 1-1009 defines the types of student records maintained by the College and identifies where each type of record is located:

- Directory information, which includes the student's name, dates of attendance, enrollment status, date of graduation, and awarded degrees and honors. NCF may, at its discretion, disclose directory information without a student's prior written consent. Students are notified each academic term that they have the right to withhold the release of this directory information. The Registrar is the custodian for this data, which are located in the Office of the Registrar.

- Education / academic records, which include but are not limited to, demographic information, contact information, course schedules, course and contract certifications, academic standing, area of concentration, academic advising information, and academic transcripts. These records are considered confidential, are subject to FERPA provisions, and, therefore, are not disclosed without a student's prior written consent (or in circumstances listed in the Regulation, such as a health or safety emergency). As stated in Florida Statute 1006.52, student educational records are also exempt from Florida Sunshine laws (FS § 119.07) that govern the inspection and copying of public records. Education records are also The Registrar, as NCF's FERPA Coordinator, is the custodian for education records, which are located in the Office of the Registrar.

- Pre-attendance admission records, which include application materials, test scores, and high school grades. These records are located in the Office of Admissions and Financial Aid and the custodian for these records is the Dean of Enrollment Management.

- Financial aid records are located in the Office of Admissions and Financial Aid. The Director of Financial Aid serves as custodian for these records.

- Employment records for student workers, which include timesheets and wage information are located in the Human Resources Office, with the Assistant Vice President of Human Resources serving as the custodian.

- Law enforcement records, created and maintained by the NCF Police Department, are used solely for law enforcement purposes, are maintained apart from education records, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction. Note that no members of the NCF Police Department have access to education records without the student's prior written consent.

- Health / Counseling records are located in the Counseling and Wellness Center, with the Director of the Counseling and Wellness Center serving as custodian for such records.

- Housing and disciplinary/conduct records are located in the Office of Student Affairs, with the Dean of Student Affairs serving as custodian for these records.

Policies and procedures for security, confidentiality, and integrity of student records

Education records

NCF Regulation 1-1009(7) notes that all NCF employees, including the custodians of student education records, "follow a strict policy that information contained in a student's education record is confidential and may not be disclosed to third parties without the student's prior written consent except as otherwise provided in [the Regulation]". Paragraph (7)(d) of this Regulation establishes the required components of the written consent.

Other sections of this Regulation also speak to the integrity and confidentiality of student records. Section (4) establishes the procedure for students to inspect their education records. Section (9) outlines procedures to request amendment of education records, in cases where students believe the records contain incorrect information. Section (8) helps ensure confidentiality by requiring all requests for disclosure of education records to be submitted to the NCF FERPA Coordinator for approval.

To ensure all NCF employees are familiar with FERPA provisions and their responsibilities, all new employees are required to complete an online training module. All employees with access to student records are also asked to complete a FERPA online training course offered by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Employees who do not complete the online FERPA training module have their access to all administrative information systems deactivated until they complete the training.

Most education records are stored in the Banner Student Information System, which requires a secure, two-factor authentication log-in. The NCF Request for Banner Access form outlines responsibilities associated with access to College data, including a responsibility for the security of data (adherence to NCF policies, keeping data in secure locations, periodically changing passwords, ensuring workstations are not accessible to others) and a responsibility to maintain the confidentiality of confidential information (by checking the privacy flag in student data prior to release). The Request form requires signatures from

the individual requesting Banner access and that individual's supervisor. The Banner Security Administrator ultimately approves any requests for access.

To create reports from data stored in Banner and other sources, NCF uses the Argos reporting solution. To access Argos (which also requires a log-on ID and password), users complete an Argos Access Request Form. This form is similar to the Banner access request form in that it reminds users of the responsibility to maintain data security and confidentiality.

Narrative evaluation data for courses and academic contracts, as well as advising data, are stored in the Student Evaluation System (SES). To gain access to the SES (which, again, requires a log-on ID and password), users submit the SES Access Request Form which also lists the security and confidentiality responsibilities of those with access to NCF data. This form also requires a signature certifying compliance with these responsibilities.

To help ensure the integrity of data stored in Banner, NCF has published the NCF Guidelines for Banner ERP Software Data Standards, Data Integrity and Security. These Guidelines reference institutional information security regulations and establish procedures to access NCF data (which include completing training, signing the Data Access and Security Compliance Statement, and submitting the complete Request for Banner Access form).

The Guidelines also speak to the integrity of data by:

- Establishing Data Change Rules that govern who is able to change data stored in Banner.
- Stating Rules for Clean and Accurate Records to avoid duplication of data and ensure only authorized users change data according to procedures established by the data custodians.
- Establishing standards for records added to Banner, including names, addresses, dates, birth dates, citizenship types, gender, ethnicity/race, marital status, veteran status, address types, and phone types.

Pre-attendance admission records

Admissions records are stored in the Technolutions Slate customer relationship management tool. Records are electronically passed from Slate to the Banner Student Information System. Upon hire, staff are trained to use Slate via the master procedural document (available on the admissions secure shared drive) and peer training.

Security within Slate is maintained by four main security class groups: Administrator, Territory Manager, Student Worker, and Faculty. These security classes ensure data integrity and prohibit the viewing of classified information that is restricted for admissions staff only. To gain access to Slate, users must complete a Request for Slate Access form that requires approval from an administrator.

Slate is a cloud-based system backed-up remotely. In cases where NCF desires a local clone of the database, a request can be sent to the security and permissions group at Technolutions (who provides a secure link to download an encrypted copy of the database backup within seven days).

Financial aid records

Financial aid records are stored electronically in Banner and accessed through the Argos reporting tool as outlined above. Banner access and authorization to change student's financial aid information is limited (based on state and federal guidelines) and controls are in place to ensure any changes made to student eligibility information are authorized.

The office has been transforming all paper forms collected as part of the financial aid eligibility process into dynamic online forms. Online forms enable students and parents to electronically attach documents containing sensitive information to the form which is transmitted securely. Once received, all documents can be saved into the College's document imaging program. Designer and administrative access to dynamic forms is granted through the completion of an access form similar to those used for Banner and Argos access.

Students are now able to apply for specific NCF scholarships through a program called Scholarship Manager. Current students access this program securely through the NCF portal, while incoming students are provided with information to access the program directly through their self-service Banner account. Staff, faculty, or other administrative access to Scholarship Manager is granted by the Associate Director of Financial Aid.

Physical files containing student information are maintained in locked filing cabinets in an office in the financial aid office. The office and building are locked outside of business hours. Financial aid staff are currently in the process of scanning all physical files into the College's document imaging program. Access to financial aid information in the document imaging program has been determined by the Director of Financial Aid in coordination with IT staff.

Employment records

Student employment records are handled as all other employee records and stored in Banner. Paper personnel files for students are kept under lock and key, with only Human Resources staff having access.

The Work Study section of the NCF website provides information on expectations for student workers when it comes to the confidentiality of student records and confidentiality. After explaining FERPA provisions, the webpage notes:

> *Any student employee working in an office with access to student records should be made aware of the Federal Family Educational Rights and Privacy Act (FERPA). All student employees with access to student records must sign the Work Study Contract and Confidentiality Agreement. Employers need to give the student a copy and keep the original in their files.*

That webpage also lists the responsibilities of student employees, including the observance of FERPA provisions on the confidentiality of student records.

Health / Counseling records

Health records are stored in Epic, an electronic medical record system used by hospitals and shared with USF Health and Tampa General Hospital. Records are backed-up by USF Health Systems. Counseling records are stored in Titanium Schedule (a medical records system used by many counseling centers across the country). Counseling records are backed-up with other student records via the NCF agreement with USF. Both systems HIPAA-compliant features and encrypt student data.

All Counseling and Wellness Center staff are fully trained to use these systems with their individual, confidential log-in information. Counseling and Wellness Center staff, as well as Information Technology staff, sign confidentiality agreements before using these systems. Staff signatures indicate

Housing records

Electronic housing records are stored in the secure, cloud-based eRezLife platform. The Senior Associate Dean for Student Affairs trains Student Affairs staff and has them attend webinars for updates on the platform. Each staff member is assigned a unique log-on username and password. Any changes to a student record are tracked and associated with the individual who made the change. All data are backed-up off-site and in the cloud. Housing runs weekly hard copy reports and stores those hard copies securely.

Conduct records

Student conduct records – from initial submission of incident reports and storage of supporting materials like photos and audio, to hearing a case, tracking sanctions, sending letters, and follow-up – are stored and managed in Maxient's Conduct Manager System. All data are stored off-site electronically and are only accessible to approved administrators. Once reports/incidents are submitted, Maxient tracks any access and changes made to any files as an additional security feature. The Senior Associate Dean for Student Affairs trains staff and has them attend webinars for updates on Maxient. Each staff member is assigned a unique log-on username and password.

Social Security Numbers

While individual student records are identified with unique ID numbers ("N" numbers), NCF publishes a Social Security Number Collection and Usage document that lists the instances in which social security numbers may be collected and used. The document identifies the statutory authority for each instance.

Conclusion

Through institutional regulations, the Information Technology Security Plan, mandatory training, and published Guidelines that comply with state and federal rules, New College of Florida protects the security, confidentiality, and integrity of its student records. An agreement with the University of South Florida Information Technology Data Center ensures that electronic student data is fully protected and backed-up.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors Regulation 3.0075 (Security of Data and Related Information Technology Resources)
2) Information Technology Security Plan (ITSP)
3) Training materials for new employees – data security, privacy, identity theft, red flags
4) Chapter 4 of the Regulation Manual
5) Systems Backup Policy
6) Comprehensive Emergency Management Plan (CEMP)
7) Banner Hosting Agreement with the Information Technology Data Center of the University of South Florida
8) *The Data Access and Security Compliance Statement*
9) January and February 2019 emails from the Office of Human Resources
10) Checkpoint: Data Security & Privacy completion certificate
11) Minutes from 2018-19 NCBUG meetings
12) NCF Regulation 1-1009
13) Florida Statute 1006.52
14) FS § 119.07
15) NCF Regulation 1-1009(7)
16) NCF Regulation 1-1009(4)
17) NCF Regulation 1-1009(9)
18) NCF Regulation 1-1009(8)
19) FERPA online training course offered by the American Association of Collegiate Registrars and Admissions Officers
20) NCF Request for Banner Access
21) Argos Access Request Form
22) SES Access Request Form
23) NCF Guidelines for Banner ERP Software Data Standards, Data Integrity and Security

24) Technolutions Slate website
25) Request for Slate Access
26) Work Study section of the NCF website
27) Epic website
28) Titanium Schedule website
29) HIPAA information – Titanium Schedule website
30) Confidentiality Agreement
31) eRezLife website
32) Maxient website
33) Social Security Number Collection and Usage

Section 13: Financial and Physical Resources

13.1: Financial resources [CR]

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

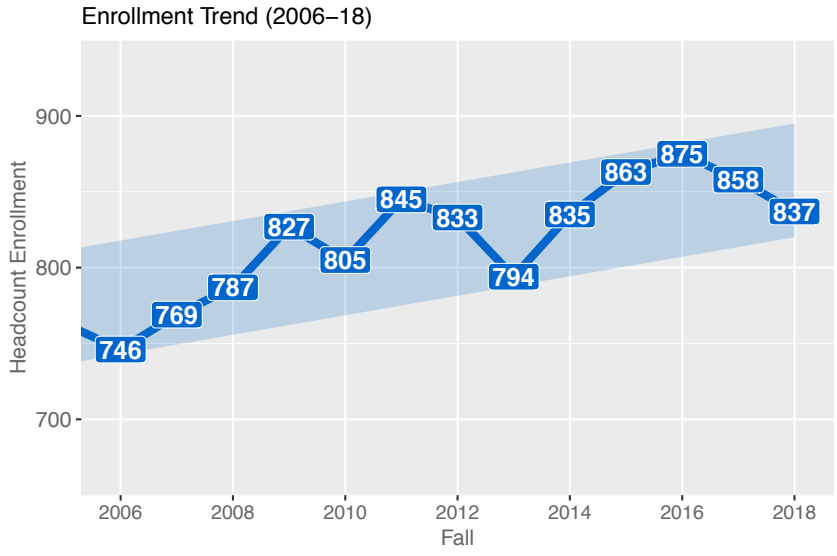
New College of Florida's (NCF's) sound financial base and history of financial stability, along with the availability of a variety of resources to invest in the development and renewal of its teaching and student-life facilities, position the College well to support its mission and to advance both the quality and scope of its programs and services.

Evidence of this financial stability includes: (1) audited financial statements prepared by a governmental auditing agency, including reports on internal controls over financial reporting; (2) a statement of financial position of unrestricted net assets, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is informed by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Financial Stability

Enrollment and Revenue

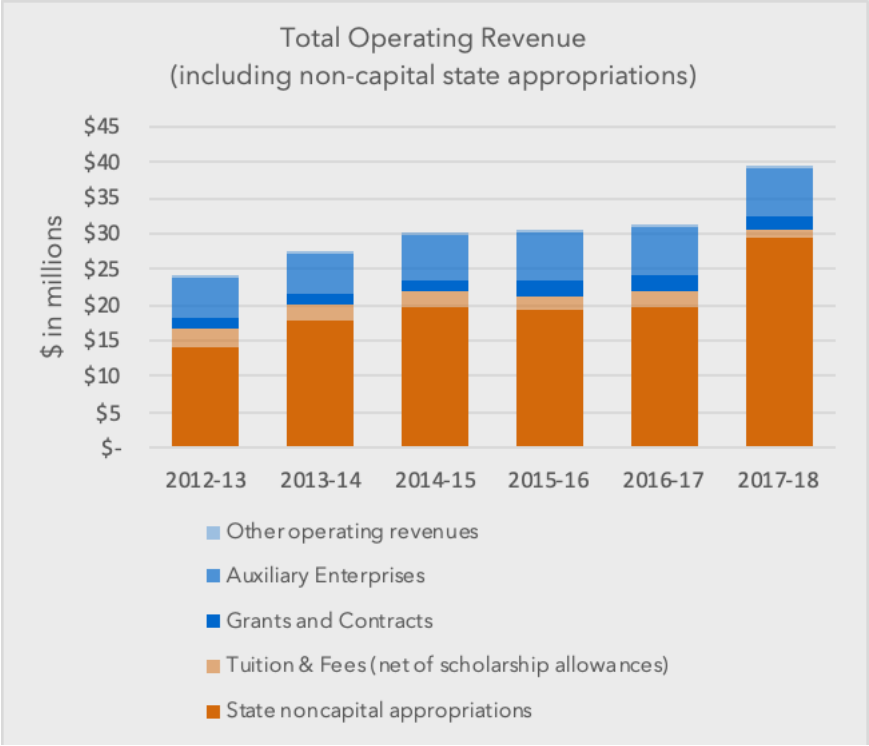
Education and General (E&G) funds, consisting of state appropriations plus tuition and fees, comprise the largest component of NCF's annual operating budget. While enrollment has generally trended upward – with headcount enrollment increasing 12% in the past 12 years – the majority of E&G funds come from non-capital state appropriations. The table and chart on the following page display trends in total operating revenue (including non-capital state appropriations).



Source: NCF Fact Books

Total Operating Revenue
(including non-capital state appropriations)
(in thousands)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
State noncapital appropriations	$14,080	17,959	19,550	19,345	19,640	29,525
Tuition & Fees (net of scholarship allowances)	2,632	2,067	2,221	1,997	2,444	913
Grants and Contracts	1,544	1,436	1,804	2,101	2,128	1,999
Auxiliary Enterprises	5,526	5,572	6,333	6,622	6,566	6,762
Other operating revenues	169	122	62	114	80	193
Total Operating Revenue (in thousands) (including noncapital state appropriations)	**$23,951**	**$27,156**	**$29,970**	**$30,179**	**$30,858**	**$39,392**



Source: Audited Financial Statements

From this, it's apparent that the increasing annual revenue allocations from the State of Florida represent the primary source of funding for NCF. From the year ending June 30, 2013 to the year ending June 30, 2018, total revenues displayed in the chart increased 64% (from $23.95 M to $39.39 M). Over this same period:

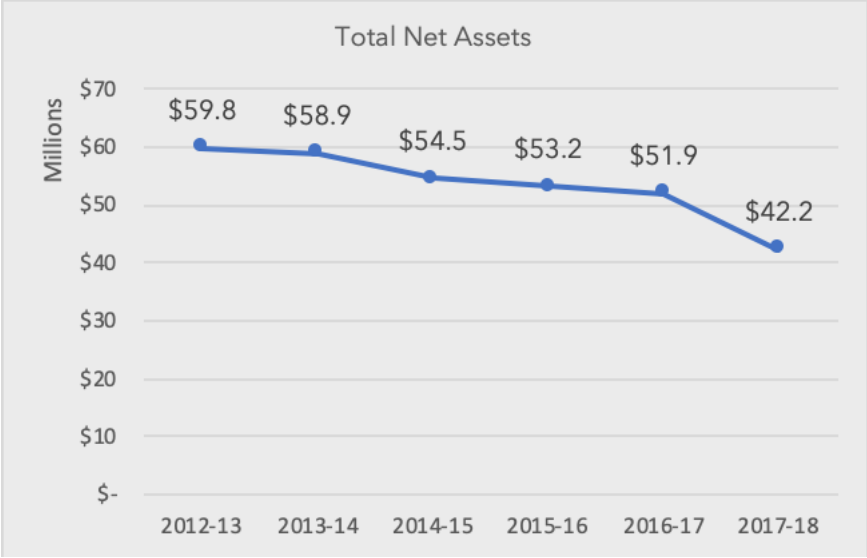
- State non-capital appropriations increased 110% (representing an increase of $15.4 M)
- Tuition and fees decreased 65% (a decline of $1.7 M)
- Grants and contracts revenue increased 29% (an increase of $455k)
- Revenue from Auxiliary enterprises increased 22% (an increase of $1.2 M)
- Other operating revenues increased 14% (an increase of $24k)

Total Net Assets

The following table and chart display NCF's total net assets from 2012-13 until 2017-18. The decline in total net assets is due to the recording of unfunded liabilities of compensated absences, other post-employment benefits (OPEB), and pension liability.

Total Net Assets

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Unrestricted Net Assets	$6,318,334	6,053,864	(10,868)	(1,180,289)	(3,488,890)	(12,792,731)
Restricted Expendable – Capital Projects	3,584,297	3,451,817	4,809,701	4,608,795	1,384,108	883,915
Restricted Expendable – Other	650,994	580,711	500,765	449,224	398,853	356,220
Capital Assets, Net	49,296,117	48,770,351	49,182,441	49,337,703	53,616,181	53,768,276
Total net assets	$59,849,742	$58,856,743	$54,482,039	$53,215,433	$51,910,252	$42,215,680

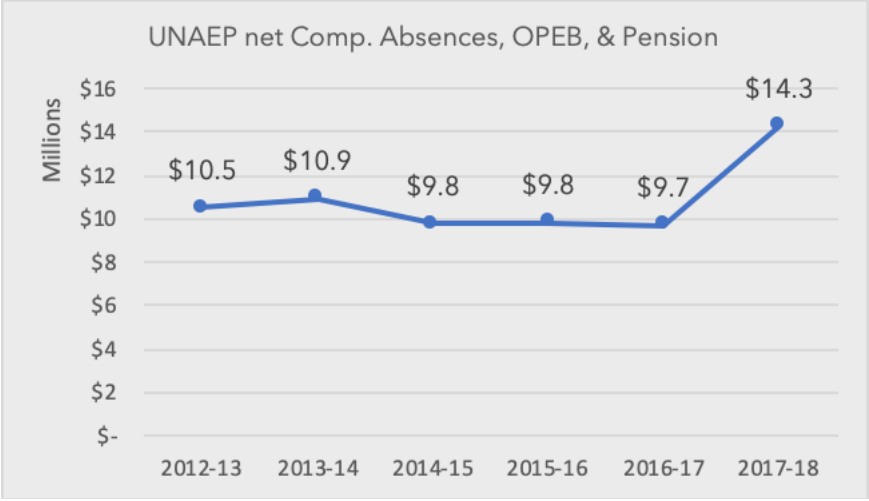


Source: Audited Financial Statements

The College's sound financial base is evidenced by the Unrestricted Net Assets net of compensated absences, OPEB, and Pension Liability displayed on the next page.

UNAEP net of compensated absences, other post-employment benefits, and pension liability

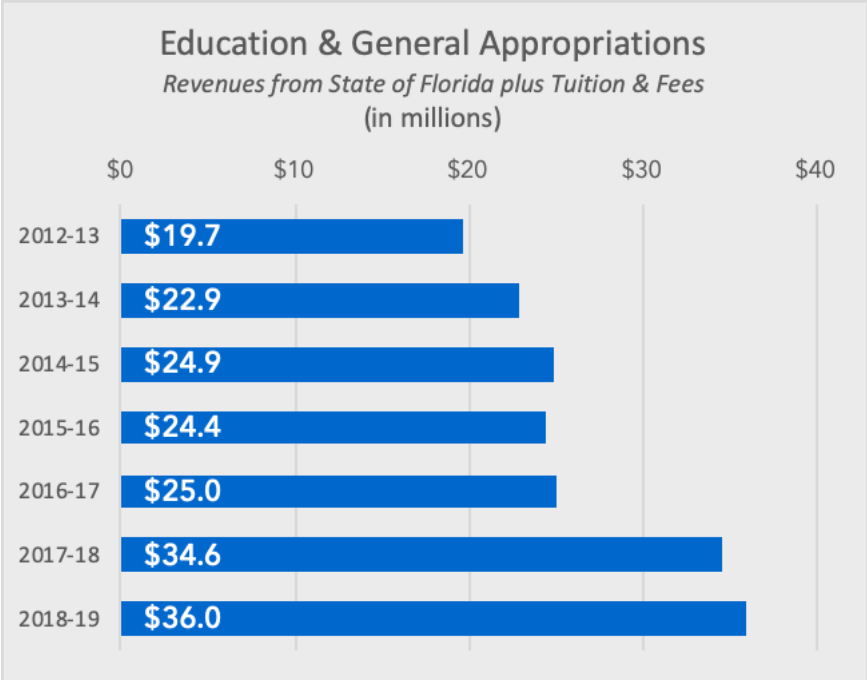
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Unrestricted Net Assets	$6,318,334	6,053,864	(10,868)	(1,180,289)	(3,488,890)	(12,792,731)
ADD:						
Compensated Absences-Current	132,672	142,840	144,583	170,593	190,689	200,936
Compensated Absences-Long Term	1,928,099	1,966,744	1,977,896	2,067,575	2,241,566	2,294,409
OPEB Liability - Current	-	-	-	-	-	137,000
OPEB Liability - Long Term	2,155,000	2,780,000	3,360,000	4,631,000	5,865,000	16,643,000
Pension Liability - Current	-	-	76,221	95,773	95,132	81,258
Pension Liability - Long Term	-	-	3,608,094	5,891,609	10,290,240	11,509,590
Deferred Inflows Related to Pensions	-	-	2,680,316	912,961	74,982	519,718
Deferred Inflows Related to OPEB						2,146,000
LESS:						
Deferred Outflows of Resources-Pensions	-	-	(2,049,894)	(2,754,644)	(5,550,081)	(6,300,153)
Deferred Outflows of Resources-OPEB	-	-	-	-	-	(145,000)
UNAEP net Comp. Absences, OPEB, & Pension	**10,534,105**	**10,943,448**	**9,786,348**	**9,834,578**	**9,718,638**	**14,294,027**



Source: Audited Financial Statements

As the chart shows, UNAEP remained steady for five years before increasing by $4.6 million to $14.3 million in 2017-18. This increase is due to NCF receiving increased operational funding from the state of Florida (see chart on next page) and due to the fact that NCF had some minor projects that were budgeted yet not fully expended by the end of the fiscal year.

These net assets, along with the fact that NCF continues to maintain cash reserves in excess of the 5% required by Florida Board of Governors Regulation 9.007 demonstrate the financial stability of the College.

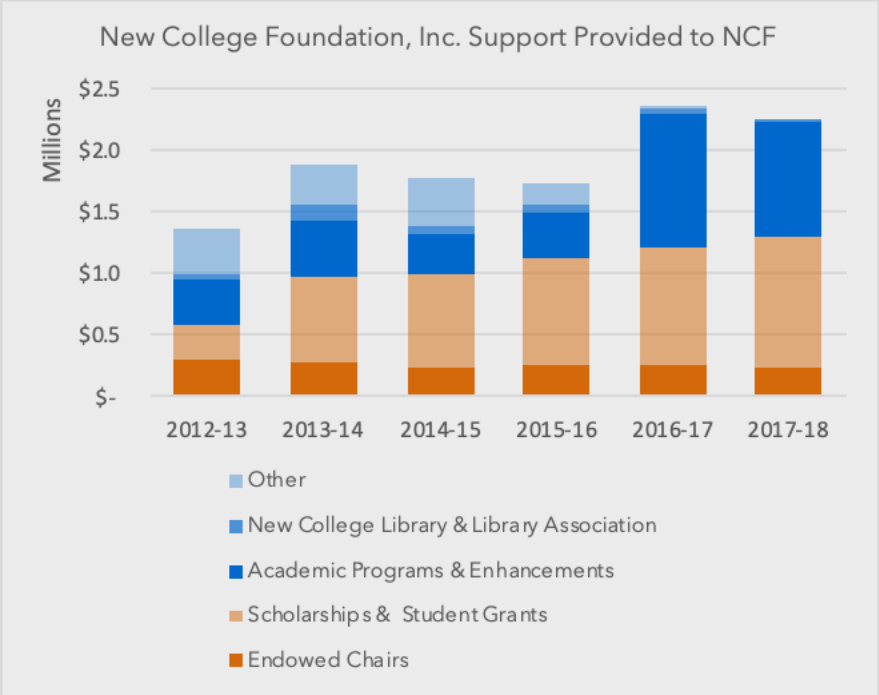


Foundation support and endowment

Private funds from the New College Foundation, Inc., a direct-support organization, have consistently supported the NCF mission. As the following table and chart display, the Foundation has contributed an average of $2 million each year over the past five years to fund endowed chairs, grants, scholarships, student grants, faculty development, admissions, and administrative needs not supported by the state.

Funds provided by New College Foundation, Inc. to support NCF

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Endowed Chairs	$295,609	$274,506	$232,352	$261,173	$256,681	$241,875
Scholarships & Student Grants	295,609	691,650	764,687	857,796	963,278	1,059,465
Academic Programs & Enhancements	353,127	473,545	328,395	377,793	1,083,694	923,731
New College Library & Library Association	48,996	114,609	64,170	54,499	29,748	31,824
Other	375,427	334,034	386,611	189,523	4,406	-
Total support	**$ 1,368,768**	**$ 1,888,344**	**$ 1,776,215**	**$ 1,740,784**	**$ 2,337,807**	**$ 2,256,895**



Source: Foundation Financial Audits – Note 2: Academic Support to New College

As shown below, the College's endowment totaled over $45 million as of 2018. The average rate of return on investments (including endowment) and other cash equivalents is approximately 3.7% over the past five years. The Foundation's audited financial statements for the past five years and more detailed information on fundraising through the Foundation is provided in response to SACSCOC Principle 5.3 (Institution-related entities).

New College Foundation, Inc. Endowment Growth
(includes Revenue Neutral Holdings, including vacant land, wills/bequests, and pledge receivables)

	2014	2015	2016	2017	2017* Restated on 2018 audit	2018
Endowment total	$43,920,836	$44,896,953	$43,570,323	$43,451,693	$44,560,130	$45,353,354
Change from previous year	4,203,639	976,117	(1,326,630)	(118,630)	989,807	1,901,661
% change from previous year	10.58%	2.22%	(2.96%)	(0.27%)	2.27%	4.38%

Source: Annual audits – permanently and temporarily restricted endowment assets

New College Foundation, Inc. Rate of Return on Investments and Cash Equivalents

	2014	2015	2016	2017	2018
Endowment cash, investments, and equivalent	$38,629,672	$ 41,485,811	$ 40,631,327	$ 44,269,920	$ 45,183,873
Investment income	$ 1,489,481	$ 2,267,702	$ 1,684,058	$ 1,302,748	$ 904,041
Rate of return	3.86%	5.47%	4.14%	2.94%	2.00%

Source: Annual audits

State support for the NCF Growth Plan

On October 29, 2016, the NCF Board of Trustees approved the NCF Growth Proposal which authorized the College to grow to 1,200 full-time students by 2023-24. The Florida Board of Governors approved the Proposal, which called for an $11 million investment in College operations over three years, on November 3, 2016. The State of Florida has demonstrated its support of the Proposal by appropriating all the recurring funds requested for 2017-18, 2018-19, and 2019-20. This funding provides a secure, stable financial base upon which NCF can grow enrollment.

Financial Statements

Further evidence of NCF's financial stability is provided by annual financial audits (including statements of financial position of unrestricted net assets) and by annual budgets (including legislative budget requests and fundraising/endowment).

Financial Audit

Florida Statute 11.45(2)(c) assigns the State of Florida Auditor General to conduct annual financial audits of all state universities. The Auditor General is the independent (external) auditor responsible for auditing the College, State Financial Reporting, and Federal Awards. These audits are conducted in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. All Trustees receive copies of the audit reports, which are reviewed by the Board of Trustees Audit & Compliance Committee [sample minutes from March 3, 2018 meeting of the Board of Trustees Audit & Compliance Committee].

Financial audits for the figures reported above are provided:

- Financial Audit for the Fiscal Year Ended June 30, 2019 (available December 30, 2019)
- Financial Audit for the Fiscal Year Ended June 30, 2018
- Financial Audit for the Fiscal Year Ended June 30, 2017
- Financial Audit for the Fiscal Year Ended June 30, 2016
- Financial Audit for the Fiscal Year Ended June 30, 2015
- Financial Audit for the Fiscal Year Ended June 30, 2014
- Financial Audit for the Fiscal Year Ended June 30, 2013

These audited Financial Statements provide documentation that NCF present fairly, in all material respects, the financial position of the College and the respective changes in financial position in accordance with accounting principles generally accepted in the U.S. NCF received unqualified opinions on all these audits, with no instances of reportable conditions or material weaknesses.

The College's financial report includes three basic financial statements in accordance with GASB Statement No. 35: (1) the Statement of Net Assets; (2) the Statement of Revenues, Expenses, and Changes in Net Assets; and (3) the Statement of Cash Flows. The financial statements and accompanying notes include NCF and its two component units: the New College Foundation, Inc. (Foundation) and the New College Development Corporation (Financing Corporation).

The Foundation, which solicits, invests, administers, and distributes private gifts for the funding of activities and facilities in support of NCF's mission is included with the College reporting entity as a discretely presented component unit. The Development Corporation, which issues revenue bonds or other forms of indebtedness to finance or refinance capital projects exclusively for NCF, is included with the College reporting entity as a blended component unit.

As explained in response to SACSCOC Principle 13.2, the financial audit for the most recent fiscal year ending June 30, 2019 has not yet been completed by the Office of the Auditor General of the State of Florida. The current schedule indicates the audit should be available by December 30, 2019, at which time a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the year ending June 30, 2019, will be prepared. The audit and statement will be included in the Focused Repot submitted prior to the onsite visit.

Annual Budget

NCF's annual budgets demonstrate a sufficiency of resources to support its mission to prepare intellectually curious students for lives of great achievement.

As described in response to SACSCOC Principle 13.2, NCF prepares an operating budget that is approved by both the NCF Board of Trustees (BOT) and the Florida Board of Governors (BOG). The BOT approves a preliminary budget for the next fiscal year in June and a revised budget in late October or early November. The following table displays revenues for these preliminary annual budgets, as well as the actual revenue amounts, for the past three academic years:

Annual Operating Budget Revenues

	2016-17		2017-18		2018-19	
	Preliminary	Actual	Preliminary	Actual	Preliminary	Final Budget
Education & General - State General Revenue	19,390,173	19,639,761	26,752,552	29,524,337	31,310,201	31,286,395
Education & General - Tuition & Fees	4,915,140	5,315,226	4,800,000	5,067,591	4,600,000	4,615,520
Auxiliary Services, Student Activities, Local Fees	7,681,091	8,116,425	7,756,215	7,997,506	7,820,405	7,989,076
Contracts, Grants and Gifts – NC Foundation	2,584,736	2,586,245	2,574,431	3,418,428	3,091,011	3,565,512
Contracts, Grants and Gifts – other sources	810,200	925,429	1,024,000	975,840	1,024,000	1,199,388
Total Operating Budget	35,381,340	36,583,086	42,907,198	46,983,702	47,845,617	48,655,891

2016-17: Preliminary approved 06/11/2016; Final budget approved 10/29/2016; Actual revenues reported 11/4/2017
2017-18: Preliminary approved 06/11/2016; Final budget approved 10/29/2016; Actual revenues reported 11/4/2017
2018-19: Preliminary approved 06/09/2018; Final budget approved 10/20/2018 (actual to be reported in October 2019)

The table demonstrates the stable financial base upon which NCF funds activities in support of its mission.

NCF also can demonstrate a sound financial base to fund its infrastructure. To support and enhance buildings and infrastructure, the state has appropriated nearly $20 million to NCF since 2012. These funds, which include student fees, have supported construction projects related to the student activity center, cafeteria and fitness center. Some of the major projects completed or scheduled to be completed with these funds include mechanical, electrical and HVAC renovations to Caples Fine Arts complex, Heiser Science Complex, Cook Library; renovations to the chiller plant, boiler plants, and the Pritzker Marine Science building; fitness center, Hamilton Center, Caples waterfront, Cook Hall, College

Hall, Green house, hydronic piping replacement, Campus IT upgrades, Caples and Carriage house, roof replacements on several buildings, improvements in campus camera security and an addition to the Heiser Science Complex.

Conclusion

Operating revenue and unrestricted net assets from audited financial statements over the past six years, along with increased state support for the NCF Growth Proposal and stable support from the Foundation, provide evidence of the sound, stable financial base upon which NCF strives to fulfill its mission. Audited financial statements for the fiscal year ending June 30, 2019 will be available December 30, 2019 and will be provided in the Focused Report.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors Regulation 9.007
2) NCF Growth Proposal
3) Legislative Budget Request summaries – 2017-18, 2018-19, and 2019-20
4) Florida Statute 11.45(2)(c)
5) Sample minutes from March 3, 2018 meeting of the Board of Trustees Audit & Compliance Committee
6) Financial Audit for the Fiscal Year Ended June 30, 2019 ← available December 30, 2019
7) Financial Audit for the Fiscal Year Ended June 30, 2018
8) Financial Audit for the Fiscal Year Ended June 30, 2017
9) Financial Audit for the Fiscal Year Ended June 30, 2016
10) Financial Audit for the Fiscal Year Ended June 30, 2015
11) Financial Audit for the Fiscal Year Ended June 30, 2014
12) Financial Audit for the Fiscal Year Ended June 30, 2013
13) GASB Statement No. 35
14) Preliminary approved 06/11/2016; Final budget approved 10/29/2016; Actual revenues reported 11/4/2017
15) Preliminary approved 06/11/2016; Final budget approved 10/29/2016; Actual revenues reported 11/4/2017
16) Preliminary approved 06/09/2018; Final budget approved 10/20/2018
17) Capital Projects Funding History (appropriated nearly $20 million to NCF since 2012)

13.2: Financial documents [CR]

The member institution provides the following financial statements:

(a) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a system wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (*or Standard Review Report*) guide

(b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year

(c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board

__ Compliance __ Non-Compliance √ Partial Compliance

Narrative

Because the audit for the most recent fiscal year ending June 30, 2019 has not yet been completed by the Office of the Auditor General of the State of Florida, New College of Florida (NCF) can only demonstrate partial compliance with Principle 13.2 at this time. The current schedule indicates the audit should be available by December 30, 2019, at which time a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the year ending June 30, 2019, will be prepared.

Thus, NCF anticipates it will include the audit and the statement in a Focused Report submitted prior to the on-site committee's visit.

(a) Institutional audits

As indicated in response to Principle 13.1, NCF's financial stability is reflected in annual financial audits conducted by the Auditor General of the State of Florida in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As noted above, the audit for the fiscal year ending June 30, 2019 will be available December 30, 2019. Audits from the previous six years (those discussed in response to Principle 13.1) are provided for review:

- Financial Audit for the Fiscal Year Ended June 30, 2019 (available December 30, 2019)
- Financial Audit for the Fiscal Year Ended June 30, 2018
- Financial Audit for the Fiscal Year Ended June 30, 2017
- Financial Audit for the Fiscal Year Ended June 30, 2016
- Financial Audit for the Fiscal Year Ended June 30, 2015
- Financial Audit for the Fiscal Year Ended June 30, 2014
- Financial Audit for the Fiscal Year Ended June 30, 2013

For each audit report for the past six years, NCF was found to have presented financial statements fairly, in all material respects, in accordance with prescribed financial reporting standards. The audits did not identify any deficiencies in internal control over financial reporting considered to be material weaknesses. The results also disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, issued by the Comptroller General of the United States.

(b) Unrestricted net assets

The statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt for the most recent fiscal year ending June 30, 2019 will be provided in a Focused Report upon availability of audited financial statements by December 30, 2019.

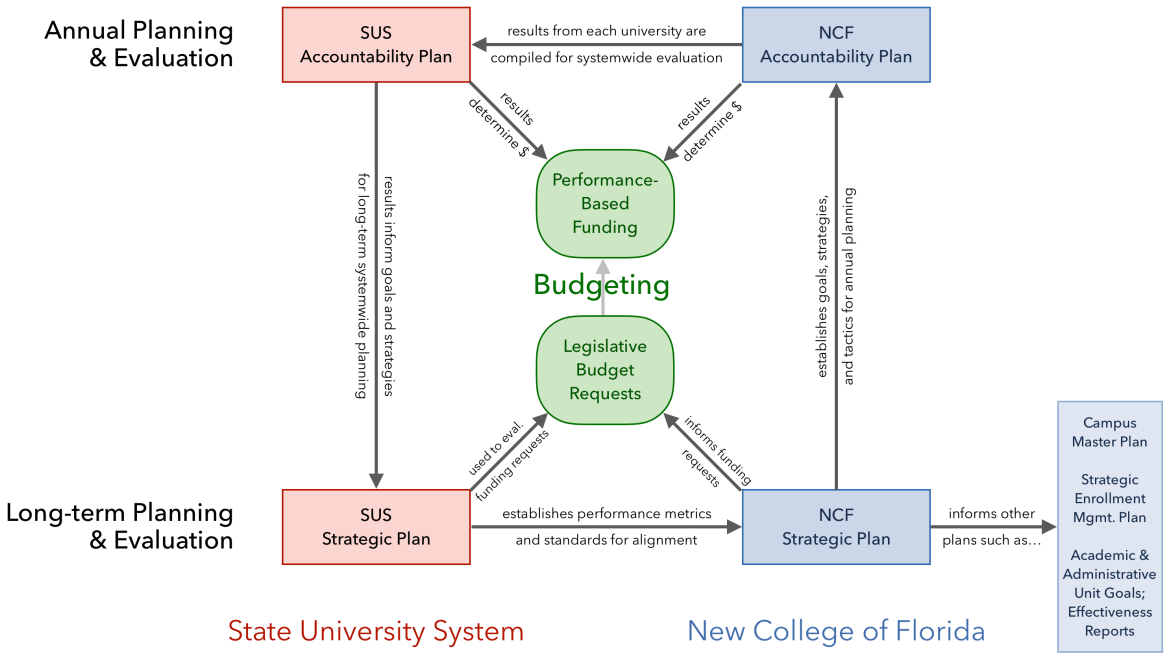
(c) Annual budget

As a member of the State University System of Florida, NCF adheres to the budgeting policies and procedures developed by the Florida Board of Governors (BOG). BOG Regulation 9.007 authorizes the NCF President to prepare an operating budget that is to be approved by both the NCF Board of Trustees and the BOG. The operating budget is to represent the revenues, expenditures, and positions in Education & General (E&G – instruction, research, and public service activities of NCF) and non-E&G (auxiliary, sponsored research, financial aid, and other) budgets.

NCF's annual budget for the 2018-19 fiscal year was based on sound planning, was subject to sound fiscal procedures, and was approved by the NCF Board of Trustees on June 9, 2018 and the Board of Governors on September 13, 2018.

The state funding process for the Education & General budget begins with the preparation of Legislative Budget Requests (LBRs) that align with NCF's strategic plan and the strategic goals of the State University System of Florida (as shown in this diagram that was introduced in response to SACSCOC Principle 7.1).

Planning and Evaluation Activity Alignment



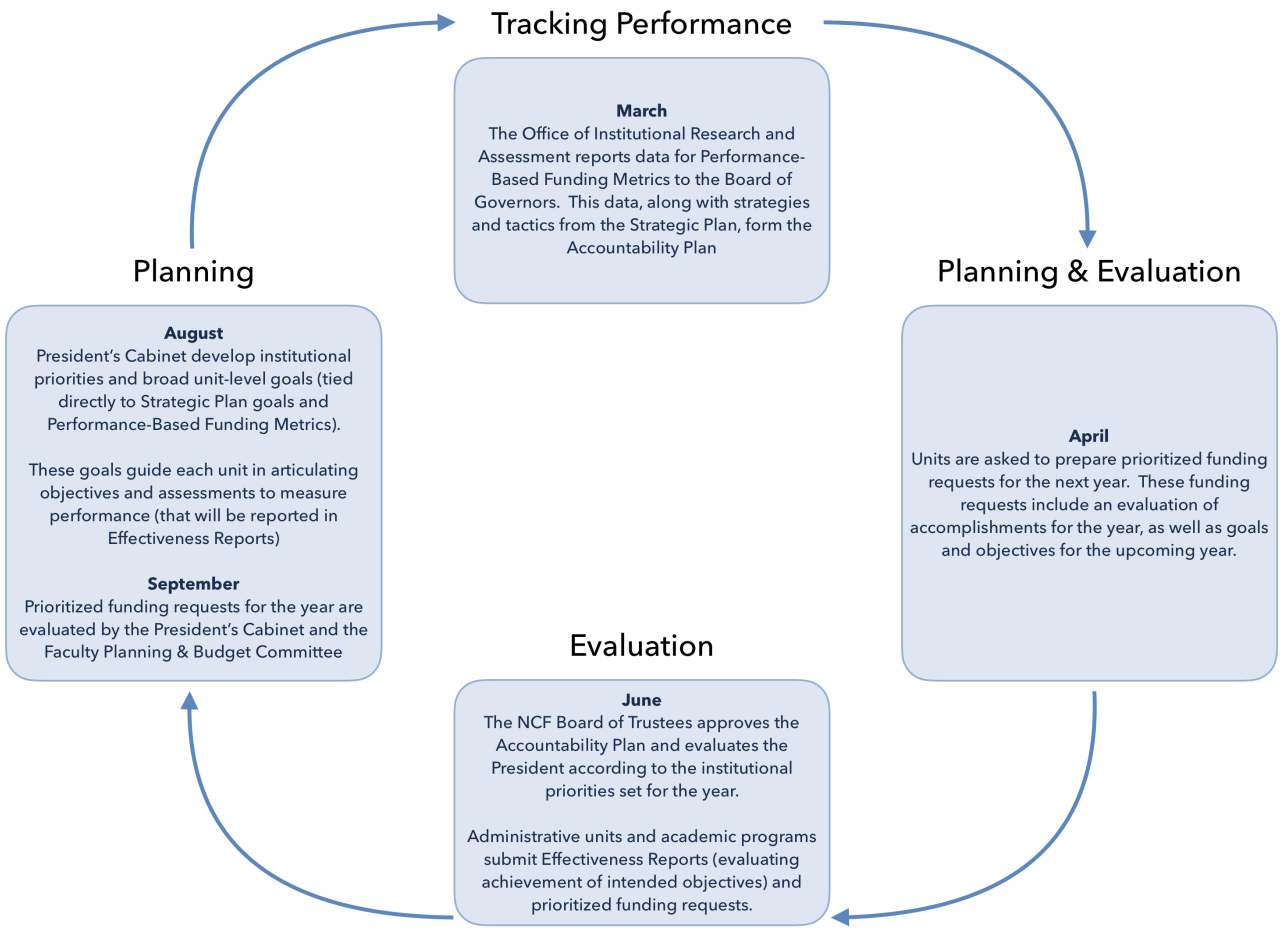
In late Spring, BOG staff provide an LBR calendar and guidelines outlining the process and format to be used for the fiscal year beginning 15 months later. NCF's annual LBR is developed based on College priorities (as articulated in the NCF Strategic Plan and annual Accountability Plans) that are aligned with goals and objectives established by the BOG. For example, NCF's 2019-20 LBR explains how NCF's request for $1.64 million relates directly to NCF's Growth Proposal (which was previously approved by the BOG).

Each year's LBR is approved by the NCF Board of Trustees before it is forwarded to the BOG for consideration in building the LBR for the State University System. The BOG approves the LBR for the State University System in August of each year and forwards that request to the governor to build the governor's budget request. That budget request is then submitted to the Florida Legislature in January/February (depending on when the legislative sessions begin). The Florida Legislature meets March through May (or February through April) to develop and adopt an annual appropriations bill. The General Appropriations Bill is then signed into law by the governor by June.

College operating budget

In January before the beginning of the next fiscal year, the College begins building elements of the upcoming operating budget, starting with a review of student fees and auxiliary charges. For the 2018-19 year, these fees and charges were not reviewed as the political climate in Florida was that no increases in fees would be approved.

The budget process then follows the diagram introduced in response to SACSCOC Principle 7.1:



In late April, the Vice President of Finance and Administration sends each operating unit of the College an operating budget request (including instructions and a template to make budget requests). To submit a prioritized list of budget requests, units must first list their major accomplishments in the current academic year. These accomplishments are tied directly to each unit's annual Effectiveness Report [sample Effectiveness Report from the Center for Engagement and Opportunity]. Additionally, each unit must list its goals and objectives for the upcoming academic year. These goals and objectives are derived from institutional goals and reported on the subsequent year's Effectiveness Report

Then, for each funding priority request, the unit must identify the goal or performance metric that will improve as a result of the funding. A brief narrative of each request also describes how funding will lead to unit and institutional improvement.

These requests are then collated and reviewed by the President's cabinet and the Faculty Planning and Budgeting Committee. Each group prioritizes the requests and provides feedback to the President who ultimately approves a list of funding requests that will be included in the budget approved by the NCF Board of Trustees in June.

A revised operating budget is presented to the Board of Trustees each October/November for approval after receipt of technical adjustments made by the governor's budget office and Board of Governors to implement the Legislative Appropriations Act.

2018-19 Annual Budget Evidence

- Approved Preliminary Operating Budget
- Board of Trustee minutes approving 2018-19 preliminary operating budget
- Approved Revised Operating Budget
- Board of Trustee minutes approving 2018-19 revised operating budget

Conclusion

Through institutional procedures aligned with state processes and timelines, the New College of Florida Board of Trustees approves an annual budget that is preceded by sound planning and subject to sound fiscal procedures. Through a Focused Report, New College of Florida will be able to provide the audit for the fiscal year ending June 30, 2019 to demonstrate full compliance with this SACSCOC Principle.

Supporting Evidence (in order of appearance)
1) Financial Audit for the Fiscal Year Ended June 30, 2019 (available December 30, 2019)
2) Financial Audit for the Fiscal Year Ended June 30, 2018
3) Financial Audit for the Fiscal Year Ended June 30, 2017
4) Financial Audit for the Fiscal Year Ended June 30, 2016
5) Financial Audit for the Fiscal Year Ended June 30, 2015
6) Financial Audit for the Fiscal Year Ended June 30, 2014
7) Financial Audit for the Fiscal Year Ended June 30, 2013
8) Statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt for the fiscal year ending June 30, 2019 (available December 30, 2019)
9) BOG Regulation 9.007
10) Annual budget for the 2018-19 fiscal year
11) Budget Approved by the NCF Board of Trustees on June 9, 2018
12) Board of Governors on September 13, 2018
13) LBR calendar and guidelines

14) NCF's 2019-20 LBR
15) Approved by the NCF Board of Trustees
16) Instructions and a template to make budget requests
17) Sample Effectiveness Report from the Center for Engagement and Opportunity
18) Requests are then collated and reviewed by the President's cabinet
19) Approved Preliminary Operating Budget
20) Board of Trustee minutes approving 2018-19 preliminary operating budget
21) Approved Revised Operating Budget
22) Board of Trustee minutes approving 2018-19 revised operating budget

13.3: Financial responsibilities

The institution manages its financial resources in a responsible manner.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) operates within its financial means and manages its financial resources in a responsible manner. The evidence provided in response to SACSCOC Principles 13.1 and 13.7 indicate NCF has the financial resources to achieve its enrollment growth goals.

State appropriations and carryforward

The state of Florida appropriates operating funds to each public university one year at a time. The amount of funding for the fiscal year, beginning July 1, is known after the completion of the legislative session that ends in April or May of the same year.

The Florida Legislature mandates that each public university maintain 5% of its operating revenues in carry forward / reserve (with that percent set to increase to 7% for 2019-20, as a result of Florida Senate Bill 190). The Florida House of Representatives has discouraged universities from larger carryforward balances by proposing cuts to those balances during the 2018 legislative session. These cuts, however, were not enacted into law. With these constraints, NCF carefully budgets to spend current year allocations on recurring expenses and strategically budgets to spend from carryforward funds each year so that the balance does not accumulate much beyond what is required:

New College of Florida Carryforward Analysis

Year	Balance as of July 1	Change from Previous Year	% Change	5% statutory reserve	$ above Stat. reserve
2014	$ 1,865,723	$ 285,173	18.04%	$ 1,135,850	$ 729,873
2015	5,240,768	3,375,045	180.90%	1,239,527	4,001,241
2016	4,695,924	(544,844)	-10.40%	1,215,266	3,480,658
2017	4,074,643	(621,281)	-13.23%	1,226,137	2,848,506
2018	8,426,520	4,351,877	106.80%	1,729,426	6,697,094
2019 (estimated)	6,000,000	(2,426,520)	-28.80%	1,795,512	4,204,488

Information from Operating Budget File Annual Submission to Florida Board of Governors

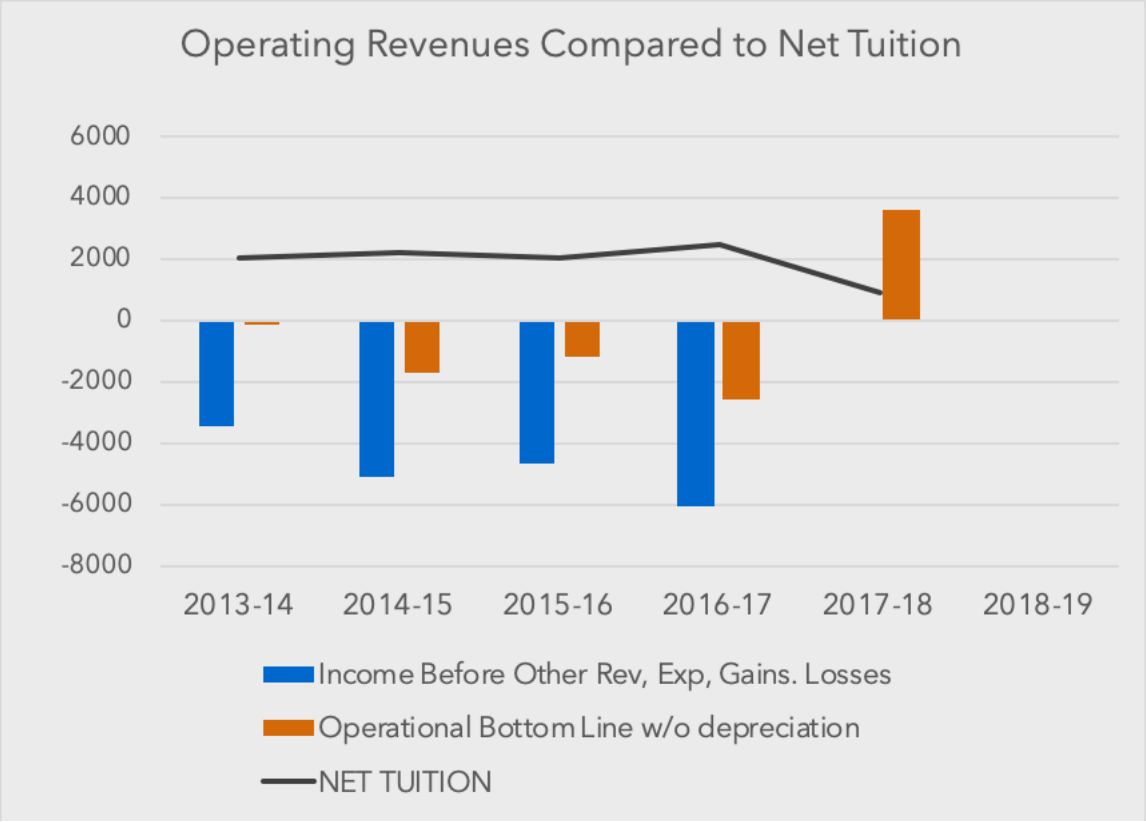
During 2018-19, NCF funded many budget priority requests from its operational units from carryforward in addition to the projects that were in process from the prior year's operations.

Operating revenue

As part of the budget cycle, NCF predicts tuition and fee revenue using a modeling technique based on prior year actual headcounts and projected incoming class size minus students who have graduated. This is one way in which NCF practices responsible financial planning – by analyzing data and adjusting accordingly for the next year. NCF's Operating Revenue Trend over time shows reasonable surpluses and deficits as calculated expenditures are made to reduce carryforward balances over time in keeping with the expectations of the Florida Legislature:

New College of Florida Schedule of Operating Revenues Available for Operation (in thousands)

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating Revenues	$ 9,197	$ 10,420	$ 10,834	$ 11,218	$ 9,867
Non-operating Revenues (net)	21,032	22,712	22,906	22,979	34,056
Less: Operating Expenses	(33,663)	(38,225)	(38,432)	(40,281)	(44,014)
Income before other rev, exp, gains, losses	**(3,434)**	**(5,093)**	**(4,692)**	**(6,084)**	**(91)**
Add back depreciation	3,295	3,387	3,533	3,481	3,676
Operational bottom line w/o depreciation	**(139)**	**(1,706)**	**(1,159)**	**(2,603)**	**3,585**
Tuition – Gross	$ 7,396	$ 8,212	$ 8,205	$ 8,390	$ 8,294
Less scholarship allowance	(5,329)	(5,991)	(6,209)	(5,946)	(7,381)
NET TUITION	**2,067**	**2,221**	**1,996**	**2,444**	**913**



While operating revenues appear to be declining over time – with the exception of 2017-18 – net tuition revenue remained relatively stable until a dip in 2017-18 and NCF's cash flows are actually increasing over this same time period. This shows NCF is financially responsible and manages its resources responsibly.

During the 2017-18 fiscal year, NCF's operational budget increased over $10 million from the prior year. This was due, in part, to an increase in its operational base ($5.4 million) to fund a goal to increase enrollment to 1200 students by 2023-24 while maintaining a low student-to-faculty ratio. NCF also received approximately $2.5 million in non-recurring dollars as a result of the state's Performance Based Funding System and nearly $2.1 million recurring for the state's world class faculty and scholar program.

NCF did not receive performance funds for 2018-19 and budgeted accordingly.

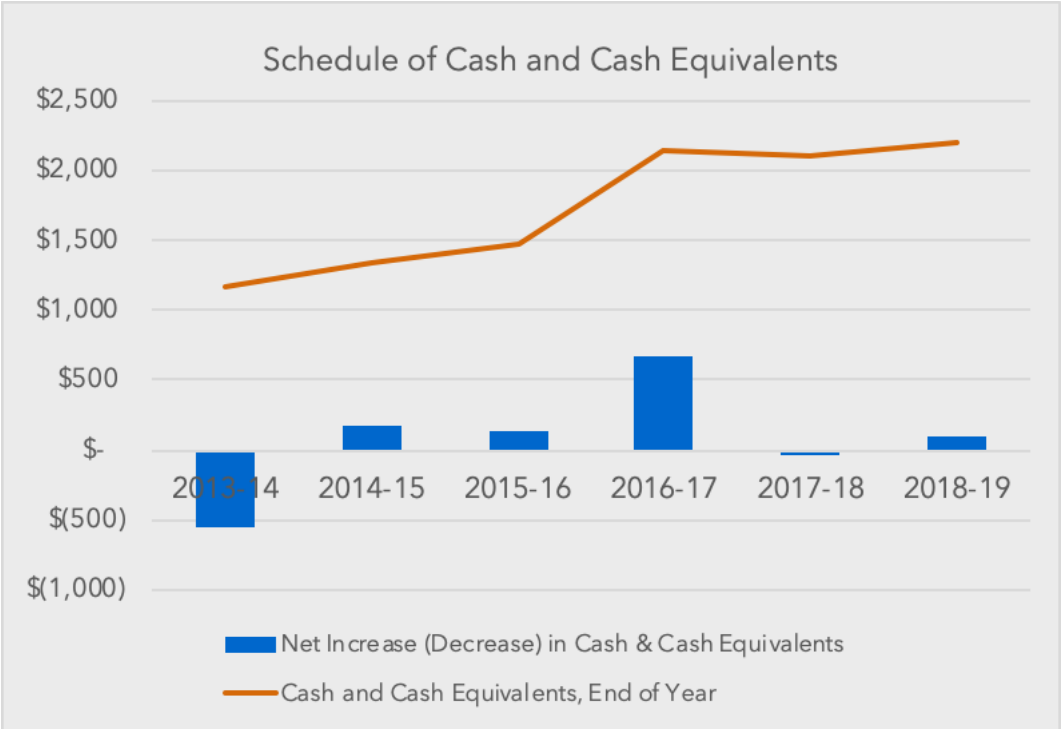
Cash flows

NCF's cash flows schedule illustrates the College's cash and cash equivalents have increased for the last five years. This is another indicator that NCF is financially responsible and operates within its means.

New College of Florida Schedule of Condensed Cash Flows (in thousands)

	2013-14	2014-15	2015-16	2016-17	2017-18
Cash provided (used) by:					
Operating Activities	$ (20,386)	$ (23,947)	$ (22,958)	$ (23,080)	$ (27,696)
Non-capital Financing Activities	22,147	23,914	23,898	24,263	34,760
Capital and Related Financing Activities	178	(1,654)	(995)	(1,735)	(1,168)
Investing Activities	(20,386)	(23,947)	(22,958)	(23,080)	(27,696)
Net increase (decrease) in cash and cash equivalents	**(556)**	**163**	**128**	**670**	**(37)**
Cash and cash equivalents, beginning of year	1,731	1,175	1,338	1,466	2,136
Cash and cash equivalents, end of year	**$ 1,175**	**$ 1,338**	**$ 1,466**	**$ 2,136**	**$ 2,099**

From New College of Florida Financial Audits



Operating budget

Each quarter, NCF updates its Board of Trustees on operating revenues and expenses compared to what was budgeted [example budget review packet from February 26, 2019 BOT meeting]. This allows the College to act in an informed manner and react if any changes in spending are needed.

The 2018-19 schedule of NCF's operating budget shows the care with which the College builds its Education and General operating budget to ensure the College does not overspend its allocated resources.

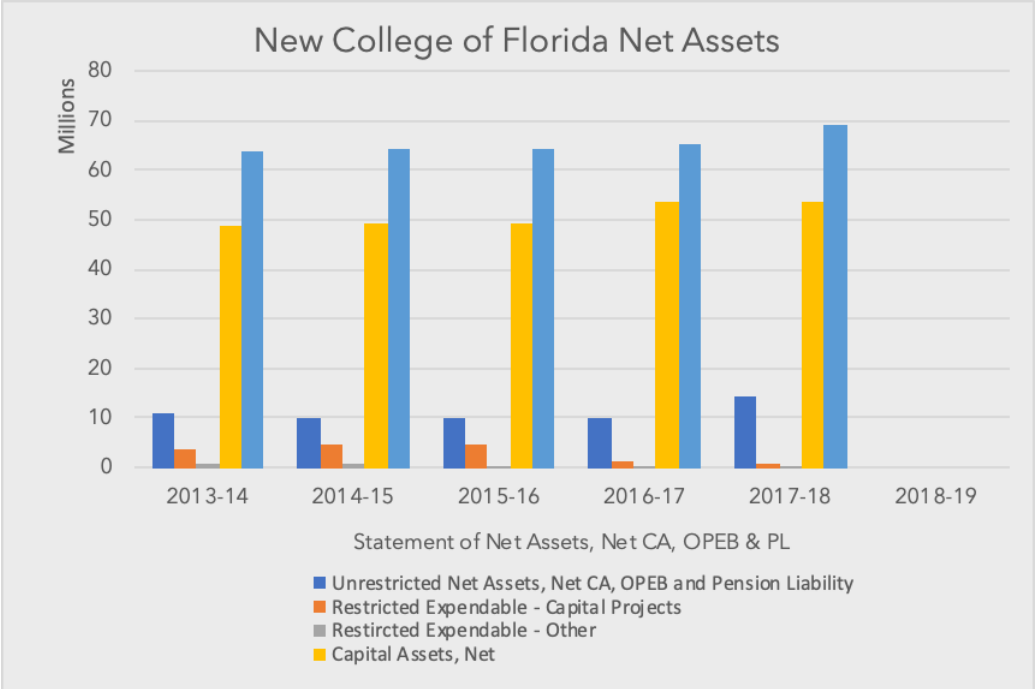
Net assets

NCF's Total Net Assets over the past few years shows that capital assets are increasing, as are unrestricted net assets net of compensated absences, OPEB, and pension liability. Restricted Expendable Capital Projects net assets fluctuate over time as the funds are appropriated to the College for capital projects, repair, and renovations.

New College of Florida Statement of Net Assets, Net CA, OPEB & PL

	2013-14	2014-15	2015-16	2016-17	2017-18
Unrestricted Net Assets, Net CA, OPEB and Pension Liability	$ 10,943,448	$ 9,786,348	$ 9,834,578	$ 9,718,638	$ 14,294,027
Restricted Expendable - Capital Projects	3,451,817	4,809,701	4,608,795	1,384,108	883,915
Restricted Expendable - Other	580,711	500,765	449,224	398,853	356,220
Capital Assets, Net	48,770,351	49,182,441	49,337,703	53,616,181	53,768,276
TOTAL NET ASSETS	**63,746,327**	**64,279,255**	**64,230,300**	**65,117,780**	**69,302,438**

New College of Florida Financial Audit



Conclusion

Increasing state appropriations, carryforward cash reserves in excess of statutory requirements, increasing cash flows, and increasing net assets all provide evidence to support the conclusion that New College of Florida manages its financial resources in a responsible manner and operates within its means.

Supporting Evidence (in order of appearance)
1) Florida Senate Bill 190 2) Proposing cuts to those balances during the 2018 legislative session 3) NCF funded many budget priority requests from its operational units from carryforward 4) NCF predicts tuition and fee revenue using a modeling technique 5) Example budget review packet from February 26, 2019 BOT meeting 6) 2018-19 schedule of NCF's operating budget

13.4: Control of finances

The institution exercises appropriate control over all its financial resources.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida's fiscal discipline described in the previous standards extends to the control it exerts over its financial resources. NCF recognizes its fiduciary responsibility and operates within control environments adhering to state regulations and college procedures to ensure protection and monitoring of financial resources. These environments include the functions of budgeting, accounting, disbursements, and cash management. Controls are independently reviewed and tested through internal audits by the College's contracted Internal Audit firm, the recently established Office of Audit and Compliance, and through external audits by the state of Florida Auditor General. The following narrative provides evidence of compliance by describing state and college mandates, systems, and processes in place to ensure control over financial resources, including:

- Qualifications of key personnel in leadership positions for finance-related functions
- Independent monitoring controls via external and internal audits
- Controls regarding information technology access and training for finance-related applications
- Controls provided by review and approval of planned spending
- Controls related to actual spending via procurement and disbursements
- Financial reporting to those charged with governance and centralized internal financial report reviews
- Controls over cash and investments
- Risk management via insurance coverage

Organization and qualifications of key personnel

NCF staff responsible for the control of institutional finances are highly qualified.

The Vice President of Finance and Administration (VPFA) oversees the Finance and Accounting Office (including Accounts Payable, General Accounting, Student Accounts, Travel, Post Award, Procurement, Parking, and Postal Service), Budgeting, Human Resources, Physical Plant and Facilities, Police, Information Technology, and the Office of Emergency Management. The VPFA has primary responsibility for the establishment and communication of policies, procedures, and controls for financial resources to support the College's mission and strategic goals. The VPFA is also responsible for the maintenance and reporting of the College's operating budget and for supporting the President and Provost in making decisions that pertain to the allocation of the Education and General portion of the operating budget, which is primarily composed of state appropriations and student fees.

John Martin has served as VPFA since NCF gained independence in 2001 and has dedicated his entire professional career in higher education. Prior to his work at New College, Vice President Martin served as Associate Vice Chancellor for the University of Houston System and Associate Vice President for Administration for the University of Houston main campus. Previously, Mr. Martin worked at Florida State University in a variety of positions, including Director of Business Auxiliary Services and Assistant Vice President for Administration. Vice President Martin holds a bachelor of science degree in business

administration from the University of North Carolina at Chapel Hill and a master's degree in public administration from Florida State University.

Kim Bendickson-Diem has served four years as NCF's Associate Vice President for Finance and Controller. In this role, AVP Bendickson-Diem prepares financial statements ensuring compliance with institutional and state regulations; manages and supervises Accounts Payable, Travel, Procurement Services, Student Accounts, Parking Operations, Postal Services, and the Associate Controller; develops and implements financial policies; and builds the College budget with the VPFA. Prior to serving in this role, Ms. Bendickson-Diem served as the Associate Controller for NCF since 2003 and was a Business Manager and Accounting Coordinator for the University of Florida for 17 years. Ms. Bendickson-Diem earned B.S. in Accounting and an M.Ed. in Educational Leadership from the University of Florida.

Kristie Harris was hired in May 2018 to serve as the Associate Vice President of Administration. In this role, she directs the operating and capital budget operations for all College budget entities and internal budget allocations; provides financial guidance and interpretation of statutes, regulations, and policies to campus stakeholders; and coordinates and prepares the annual legislative budget request for submission to the Board of Governors. Ms. Harris served as Budget Director and Senior Budget Analyst for the State University System of Florida's Office of Budget and Fiscal Policy for thirteen years and a Coordinator of Accounting II for Florida State University's Office of Treasury Management and Financial Reporting for three years. Ms. Harris earned a B.S. in Finance and an M.S. in Public Administration (with an emphasis in public financial management and budgeting) from Florida State University.

Rick Bartelt has served as NCF's Associate Controller for four years and is responsible for accounting activities and student accounts receivables. In preparing him for this role, Mr. Bartelt served a decade as Finance & Controlling Competency Center Manager with North America Finance and Controlling. Mr. Bartelt has an additional fifteen years of experience in Controller roles, plus more than a decade experience in Accountant positions. Mr. Bartelt earned a BBA Accounting degree with a minor in mathematics and an MBA from the University of Wisconsin, and is both a Certified Management Accountant and a Certified Financial Manager.

Jean Harris has served four years as NCF's Director of Procurement Services. In this role, she manages approval of over $13 million in annual spending; reviews and approves contracts on behalf of the College for up to $250,000; ensures compliance with purchasing regulations; manages the inventory process for capital items; and manages spend analytics and shared initiatives reporting to the Board of Governors. Prior to joining NCF, Ms. Harris served as the Associate Director of Operations for the Kovens Conference Center at Florida International University for 9 years and as Director of Event and Conference Services at Endicott College for 11 years. Ms. Harris earned a B.S. in Business Administration from Bryant College in Smithfield Rhode Island.

John Hernandez has served NCF as Accounting Coordinator since 2002. Before this, Mr. Hernandez served as an Accounts Payable Clerk for The ARC Morris County Chapter and as a Leasing Staff Accountant for Enterprise Rent-A-Car. Mr. Hernandez earned an A.S. in Business Administration from Raritan Valley Community College, a B.S. in Business Administration from College of St. Elizabeth, an MBA in Business Administration from Everglades University, and an MS in Accounting from Southern New Hampshire University. Mr. Hernandez is currently enrolled in the Ph.D. program in Management from Capella University.

Julie Russo, also an Accounting Coordinator for NCF since 2015, served as an Executive Assistant in NCF's Office of Admissions and Financial Aid for two years. Prior to this, Ms. Russo served as Accounts Payable Administrator for CPM-US, LLC for seven years. Ms. Russo graduated cum laude with a B.A. in Psychology with a minor in Business from the State University of New York at Albany.

Dana Bulger was hired as NCF's Procurement Specialist in 2018 to maintain vendor information, review procurement requests for adherence to institutional and state regulations, and assist with the administration of Purchasing Cards, including audits and training. Prior to serving in this role, Ms. Bulger served five years as the Administrative Services Coordinator for NCF's Physical Plant. Ms. Bulger also served as an Administrative Specialist in Facilities for State College of Florida. Ms. Bulger earned an A.A. degree from Manatee Community College and a B.A.S. in Technology Development and Management from St. Petersburg College.

Barbara Stier served as the Assistant Vice President of Finance and Administration since 2015 before accepting the role as NCF's Chief Audit Executive and Chief Compliance Officer. In these roles, Ms. Stier is responsible for establishing internal audit processes to comply with the Institute of Internal Auditors' International Professional Practices Framework and Florida Board of Governors regulations. Ms. Stier is also responsible for the compliance program, providing updates on the Audit and Compliance functions of NCF, and for establishing an anonymous reporting mechanism to report allegations of waste, fraud, or financial mismanagement. Prior to working at NCF, Ms. Stier served as a Senior Internal Audit for seven years (five years at Baycare Health System and two years at United Rentals, Inc.), as well as an Auditor for Westar Energy and Saint Leo University. Preparing her for these responsibilities, Ms. Stier earned a B.S. in Accounting from the State University of New York at Brockport and an MBA from Kennesaw State University.

External audits

Financial audits

The State of Florida Auditor General conducts independent (external) annual financial audits of all state universities. These audits are conducted in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. As evidenced by audits for the past six years, NCF has consistently received unqualified audit opinions and no reported material weaknesses in internal controls:

- Financial Audit for the Fiscal Year Ended June 30, 2018
- Financial Audit for the Fiscal Year Ended June 30, 2017
- Financial Audit for the Fiscal Year Ended June 30, 2016
- Financial Audit for the Fiscal Year Ended June 30, 2015
- Financial Audit for the Fiscal Year Ended June 30, 2014
- Financial Audit for the Fiscal Year Ended June 30, 2013

Operational audits

The Auditor General also conducts operational audits at least once every three years, as required by Florida Statute 11.45(2)(f), but these can occur more frequently at the Auditor General's discretion. The operational audits assess compliance with applicable laws, rules, and regulations; the safeguarding of assets, and whether the College has taken adequate corrective actions for prior period findings.

- Operational Audit for the Fiscal Year Ended June 30, 2017
- Operational Audit for the Fiscal Year Ended June 30, 2014
- Operational Audit for the Fiscal Year Ended June 30, 2011

As noted in the "objectives, scope, and methodology" section, the objective of each operational audit was to:

- Evaluate management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines.
- Examine internal controls designed and placed in operation to promote and encourage the achievement of management's control objectives in the categories of compliance, economic and efficient operations, reliability of records and reports, and safeguarding of assets
- Determine whether management had taken corrective actions for findings included in the previous report

As noted in the *Prior Audit Follow-up* section of report for fiscal year ending June 30, 2017, NCF "had taken corrective actions for findings included in [the prior report]."

Audits of federal awards

As discussed in greater detail in response to SACSCOC Principle 13.6 (Federal and state responsibilities, NCF's financial aid programs are audited each year by the Florida Auditor General. The following table provides information about (and links to) the previous six reports:

Compliance and Internal Controls Over Financial Reporting and Federal Awards Reports

Link to report for fiscal year ending:	Findings*	Recommendation and Response
June 30, 2018	No findings.	(Not applicable)
June 30, 2017	No findings.	(Not applicable)
June 30, 2016	No findings.	(Not applicable)
June 30, 2015	No findings.	(Not applicable)
June 30, 2014 (Pages 101-102 and 105-106 of the audit report list findings and responses)	• 2014-048: Our audit testing of selected access privileges to the financial aid system disclosed certain institution employees had access privileges that were inappropriate and unnecessary, and that permitted the employees to perform incompatible functions. The institution may not have properly separated access responsibilities and, as a result, inappropriate or unnecessary user access may have been granted. While our tests did not disclose any instances of errors or fraud, inappropriate or unnecessary access privileges increase the risk of unauthorized disclosure, modification, or destruction of institution data and IT resources	Recommendation: The institution should ensure that assigned access privileges significant to determining eligibility for awarding and disbursing student financial aid enforce an appropriate separation of incompatible duties and restrict employees to only those functions necessary for their assigned job responsibilities. Response: The College has taken immediate action to remove access for identified personnel, to establish greater separation of duties and greater limits to access controls for processing and awarding Federal financial aid. The final corrective action was completed January 2, 2015.
	• 2014-049: Certain information technology (IT) monitoring controls protecting the	Recommendation: The institution should improve its IT monitoring controls related to student financial aid system activity to ensure

	institution's IT resources needed improvement. Without adequate monitoring of the student financial aid system activity, there is an increased risk that inappropriate or unauthorized changes, should they occur, may not be detected in a timely manner.	the continued confidentiality, integrity, and availability of institution data and IT resources. Response: Adjustments to access and procedures have been completed for appropriate reviews, addressing the recommendations cited in the audit (January 2, 2015)
June 30, 2013	No findings.	

* Note that the Florida Auditor General's report only lists institutions with findings. Therefore, reports *not* listing NCF indicate New College of Florida had no findings.

As noted in the table, New College of Florida had two findings in 2012-13 for IT monitoring controls and access to the financial aid system. A 2015 Summary Schedule of Prior Audit Findings indicates both findings were fully corrected. The fact that NCF is not listed in the most recent 2017 Summary Schedule of Prior Audit Findings indicates New College of Florida has no outstanding audit issues.

Florida Statute 1009.53(5)(c) requires the Florida Auditor General to conduct an annual audit of each public university that receives more than $100,000 in Florida Bright Futures Scholarship funds. At least every two years, the audit includes an examination of the institution's administration of the program and the institution's accounting of program funds.

No findings were cited for New College of Florida in the last six years of published audit results:

- 2018 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2016 and 2017
- 2016 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2014 and 2015
- 2014 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2012 and 2013

Internal audits

The Office of Internal Audit and Compliance (OIAC) provides independent, objective assurance and advisory services to assist College management and the Board of Trustees in the effective discharge of its responsibilities. OIAC helps the College accomplish its goals and objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, compliance, and governance processes.

The OIAC serves as NCF's internal auditor, providing internal audits and reviews, management consulting and advisory services, investigations of fraud and abuse, follow-up of audit recommendations, evaluation of the processes of risk management and governance, and coordination with external auditors. The OIAC follows the International Standards for the Professional Practice of Internal Auditing adopted by the Institute of Internal Auditors, which govern the audit process.

The OIAC reports administratively to the Office of the President and functionally to the Audit and Compliance Committee of the NCF Board of Trustees. This reporting structure promotes independence and full consideration of audit recommendations and management action plans. The NCF Board of Trustees approved an Internal Audit Charter for the OIAC in June 2017.

Each year, the OIAC prepares an Internal Audit and Compliance Work Plan based on a risk assessment process that includes all areas of NCF operations. The annual work plan is submitted each year to the Audit and Compliance Committee of the Board of Trustees for approval.

Factors incorporated into the risk assessment include strategic changes by the college; creation of new departments, processes, or functions; emerging industry risks, changes in regulation, significant turnover, and evaluation of prior audit results and related issues. Management requests for specific audit work are also included in the planning.

Upon completion of an audit, the OIAC sends the full report to the President, members of the Audit and Compliance Committee of the Board of Trustees, and appropriate members of college management. The Audit and Compliance Committee of the Board of Trustees meets publicly approximately four times each year to provide status updates, discuss key issues facing the college, and potential changes to the annual audit plan.

The OIAC follows up on outstanding audit recommendations and the recommendation and follow up activity are summarized on a spreadsheet. In addition, an annual report summarizing internal audit and compliance activities is sent to the president and all members of the NCF Board of Trustees Audit and Compliance Committee.

Accounting system for financial controls

NCF uses the Banner Enterprise Resource Planning system to provide financial control over accounting, payroll, human resources, accounts payable, purchasing, budgeting, and student billing and receivables. Access is granted to college employees via security roles, which must be requested, reviewed, and approved by appropriate supervisors and administrators [Request for Banner Access Form]. Data Custodians for each of Banner module grants access to their module data, when appropriate, through these security roles. Staff are provided training resources via the Finance Office section of the internal website.

Procurement

The mission of the NCF Procurement Department – which reports under the Office of Finance and Administration and is separate from disbursement functions – is to support academic and administrative units in the timely procurement of goods and services to sustain, foster, and promote the educational mission of NCF. This mission is accomplished in the most ethical, efficient, and courteous manner possible while adhering to all applicable laws, regulations, and policies. NCF Regulation 3.1010 articulates purchasing policies that meet statutory requirements of the State of Florida and rules established in Florida Board of Governors Regulation 18.001. To ensure College staff are aware of these policies and procedures, training materials and guidelines are available on the Procurement section of the institutional website.

Generation and approval of the purchase requisition process for departments outside College Purchasing are controlled by way of assignment of security access in Banner. All departments or projects must have a designated fiscal liaison to generate and approve financial transactions (such as the generation and approval of purchase requisitions).

Purchasing card (PCard)

The NCF PCard program is administered by the Procurement Department following the guidelines provided in the Purchasing Card Manual. PCards are credit cards designed for use by NCF faculty, staff, and full-time employees who make purchases or arrange travel for official college business. PCards can be issued only to individual employees whose dean, director, or division chair authorizes the request via a Cardholder Application. Additionally, cardholders must complete mandatory training and sign a Cardholder Agreement prior to card issuance.

All PCard purchases must have a clear business purpose and must be verified and approved by trained PCard approvers [PCard Approver Training Presentation and Manual]. Approvers are responsible for obtaining receipts from cardholders and electronically processing appropriate charges based on those receipts. Every PCard transaction is also subject to review by Finance and Accounting or Procurement personnel. Each month, each approver obtains certifications (signed bank statements) from all cardholders attesting that all purchases are valid and for official NCF-approved purchases only. Procurement personnel select a sample of the statements and receipts for additional review on a regular basis. Cardholders are personally responsible for use of their PCards and are subject to disciplinary action for misuse.

Accounts payable

Purchase orders are required to pay invoices through the Accounts Payable, unless a direct pay invoice is submitted and approved by Procurement. Travel reimbursements are also processed by accounts payable. Security access is segregated based on user defined roles to control authority for vendor set-up, payments, approvals and ACH/Check processing. Controls are in place to ensure ACH transactions match data received at the bank, and reconciliation procedures exist to prevent possible check duplication.

Payroll

As described in a *Procedures for Initiating and Authorizing Payroll Transactions* document submitted to the Florida Auditor General, Human Resources procedures ensure that payments to employees are appropriately authorized. Properly approved personnel action forms are required before an employee can be paid or an employee's rate of pay can be changed. Access to the time system for processing and approving payroll is granted only after appropriate training and approval by an employee's supervisor. Additionally, functions within Human Resources are organized with separate areas having responsibility for employment, compensation, benefits, and payroll functions.

Financial reporting and reviews

Expenditures are monitored in relation to the current budget on a regular basis. Expenditures in excess of the budget and transfers of budget allocations between departments must be approved at the divisional level. In addition, the Finance and Accounting Department performs periodic, centralized reviews. Also, quarterly financial reports that include revenues and expenditures compared to the budget and to the same period of the prior fiscal year are presented to the Finance and Accounting Committee of the New College of Florida Board of Trustees.

Cash and investments

The Finance Department is responsible for the administration of all cash-handling policies and procedures. The department follows College policy for receipt and deposit of funds by departments and provides detailed procedures for cash handling and deposits (e.g., Cash Receipts procedures and an Internal Control Procedures document on Cash Collections and Revenues). These procedures include internal controls designed to safeguard cash and to prevent errors and misappropriations of funds. Finance and Accounting also oversees the college's banking relationships, manages cash and investment balances, and reconciles financial records with bank accounts. As displayed in the Finance and Accounting Organizational Chart, segregation of duties exists between cashier's office/student accounts (collections and deposits), vendor and travel payables (disbursements), and general accounting (reconciliations) [].

New College of Florida invests its fund in the State of Florida's Special Purpose Investment Account (SPIA).

Risk management

NCF participates in state self-insurance programs providing insurance for property and casualty, workers' compensation, general liability, fleet automotive liability, federal civil rights, and employment discrimination liability. For property losses, the state retains the first $2 million per occurrence for all perils except named windstorm and flood. The state retains the first $2 million per occurrence with an annual aggregate retention of $40 million for named windstorm and flood losses. After the annual aggregate retention, losses in excess of $2 million per occurrence are commercially insured up to $92.5 million for named windstorm and flood losses through February 14, 2018 and decreased to $78 million starting February 15, 2018. For perils other than named windstorm and flood, losses in excess of $2 million per occurrence are commercially insured up to $225 million, and losses exceeding those amounts are retained by the state. No excess insurance coverage is provided for workers' compensation, general and automotive liability, federal civil rights, or employment action coverage. All losses in these categories are completely self-insured by the state through the State Risk Management Trust Fund. Payments on tort claims are limited to $200,000 per person, and $300,000 per occurrence as set by Florida Statutes. Insurance certificates are maintained by the college's Environmental Health and Safety Director.

Conclusion

Through internal control processes developed and maintained by qualified personnel and independent monitoring via external audits, New College of Florida demonstrates that it exercises appropriate control over all its financial resources.

Supporting Evidence (in order of appearance)
1) Vice President of Finance and Administration position description
2) Resume: John Martin
3) Resume: Kim Bendickson-Diem
4) Resume: Kristie Harris
5) Resume: Rick Bartelt
6) Resume: Jean Harris
7) Resume: John Hernandez
8) Resume: Julie Russo
9) Resume: Dana Bulger
10) Resume: Barbara Stier
11) Financial Audit for the Fiscal Year Ended June 30, 2018
12) Financial Audit for the Fiscal Year Ended June 30, 2017
13) Financial Audit for the Fiscal Year Ended June 30, 2016
14) Financial Audit for the Fiscal Year Ended June 30, 2015
15) Financial Audit for the Fiscal Year Ended June 30, 2014
16) Financial Audit for the Fiscal Year Ended June 30, 2013
17) Florida Statute 11.45(2)(f)
18) Operational Audit for the Fiscal Year Ended June 30, 2017
19) Operational Audit for the Fiscal Year Ended June 30, 2014
20) Operational Audit for the Fiscal Year Ended June 30, 2011
21) *Prior Audit Follow-up* section of report for fiscal year ending June 30, 2017
22) Federal Awards Report: June 30, 2018
23) Federal Awards Report: June 30, 2017
24) Federal Awards Report: June 30, 2016
25) Federal Awards Report: June 30, 2015
26) Federal Awards Report: June 30, 2014
27) Federal Awards Report: June 30, 2013

28) 2015 Summary Schedule of Prior Audit Findings
29) 2017 Summary Schedule of Prior Audit Findings
30) Florida Statute 1009.53(5)(c)
31) 2018 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2016 and 2017
32) 2016 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2014 and 2015
33) 2014 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2012 and 2013
34) Internal Audit Charter for the OIAC
35) Internal Audit and Compliance Work Plan
36) OIAC full report
37) Recommendation and follow up activity are summarized on a spreadsheet
38) Annual report summarizing internal audit and compliance activities
39) Request for Banner Access Form
40) Grants access to their module data
41) Training resources via the Finance Office section of the internal website
42) NCF Regulation 3.1010
43) Governors Regulation 18.001
44) Training materials and guidelines are available on the Procurement section of the institutional website
45) Purchasing Card Manual
46) Cardholder Application
47) Cardholder Agreement
48) PCard Approver Training Presentation
49) PCard Approver Manual
50) Procedures for Initiating and Authorizing Payroll Transactions
51) Human Resources organizational chart
52) Budgets presented to the Finance and Accounting Committee of the NCF Board of Trustees
53) Cash Receipts procedures
54) Internal Control Procedures document on Cash Collections and Revenues
55) Finance and Accounting Organizational Chart

13.5: Control of sponsored research / external funds

The institution maintains financial control over externally funded or sponsored research and programs.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through efforts coordinated by its Office of Research Programs and Services (ORPS), New College of Florida (NCF) maintains financial control over externally funded or sponsored research and programs. This control ensures NCF does not compromise its financial, ethical, or management standards.

Office of Research Programs and Services (ORPS)

Established in 2004, as authorized by Florida Statute 1004.22, the mission of ORPS is to:

> *… encourage and assist faculty in obtaining and administering external support for research, instruction, community service projects and creative artistry. In doing so, ORPS supports NCF, designated by the State of Florida as the "honors college for the liberal arts," in its endeavor to provide an undergraduate education of the highest caliber to leading students from around the country. ORPS fulfills its mission and that of the College through best practices of research administration, following federal and state mandates.*

ORPS is the primary point of contact for those who are interested in, are applying for, or are executing a sponsored program. Reporting to the Provost, ORPS is staffed by a Director and an Assistant Director. Ms. Hana Boed, MBA, has served as the Assistant Director of Grants and Contracts for ORPS since 2015 (and has been with NCF since 2010). As of June 2019, NCF was searching for a new Director. While that search progressed, NCF hired Dr. Maneesha Lal as an interim pre-award grant specialist in ORPS. Dr. Lal earned a B.A. in History, Philosophy, and Social Studies of Science and Medicine at the University of Chicago, as well as an M.A. and Ph.D. in the History and Sociology of Science at the University of Pennsylvania. Dr. Lal has more than 20 years of experience working in nonprofit educational and health care institutions. Most recently, Dr. Lal worked in grants management and development at VNA of Hudson Valley, Part of Northwell Health, achieving record institutional receipts from the New York State Department of Health and corporate and family foundations.

ORPS ensures appropriate financial and programmatic controls are in place for all externally funded or sponsored research and programs through the coordination and implementation of appropriate policies and procedures for externally funded and sponsored programs. ORPS provides pre-award services by reviewing, managing, and facilitating proposals; negotiating and accepting externally funded awards; and providing research support services. ORPS also provides post-award services, serving as a liaison between the researcher and the College's business office regarding research accounting (maintaining basic accounting of each award, overseeing the purchase of goods and services, and facilitating the hiring of staff for the award).

ORPS derives its authority from NCF Regulation 4-6301 (Research and Research Grants), which requires all requests to outside agencies for funding of specific projects be routed through the Provost or the Provost's designee (ORPS). This Regulation also notes that procedures to be followed are described in the Principal Investigator's Handbook, which was replaced in 2019 by the Sponsored Research / Projects Guide published on the ORPS web page.

Institutional policies governing external funds and sponsored research

NCF publishes additional regulations and policies to ensure it maintains financial control over externally funded or sponsored research and programs. Each of these policies and regulations is published online.

Institutional Regulations

- NCF Regulation 4-6302 provides direction for ensuring the appropriate administration of sponsored research sub-agreements when external funding awarded to NCF includes components of work to be performed by a third party. ORPS coordinates the development of sub-agreements, requests audits from subrecipients (to be reviewed by the Business Office), and secures the approval of the principal investigator. The NCF General Counsel reviews all sub-agreements to ensure that the terms and conditions are consistent with applicable laws and regulations.

- NCF Regulation 4-6303 describes procedures for the administration of sponsored research exemptions from general accounting and procurement procedures (as allowed by state statutes). Exemptions may only be exercised when the Provost certifies (through a memorandum) to the President that in a particular instance, the exemption for the purchase of materials, supplies, or equipment is necessary for the efficient or expeditious prosecution of a sponsored project.

- NCF Regulation 4-6304 outlines a process whereby individuals can report and inquire into allegations of fiscal misconduct in research. The regulation notes that NCF intends for "all research conducted by its faculty, students or other associates will comply with generally accepted ethical and legal standards for accounting and accountability in research." The process outlined in this regulation has not been implemented, as NCF has had no allegations of fiscal misconduct in research.

- NCF Regulation 4-6307 states that NCF "follows the federal standard for compensation of faculty members who hold grants or contracts regardless of the source of funds. (See Office of Management and Budget Circular A-21, "Cost Principles of Educational Institutions" (Rev. May 10, 2004)."

Policies published in the *Sponsored Research / Projects Guide*

The Sponsored Research / Projects Guide published on the ORPS web page outlines pre- and post-award policies and procedures for externally funded and/or sponsored research.

- Pre-Award
  The Guide outlines a step-by-step process to prepare proposals for external funding and keeps the campus community informed of funding opportunities through regular updates to the ORPS website. ORPS assists in preparing proposals and budgets and reviews all proposals for compliance, appropriateness, approvals from an applicant's supervisor or division chair. Following this review, ORPS provides copies of all proposals to the Provost for final review.

  The Provost decides if a proposal to a private funding source (such as a local non-profit foundation or corporation) should be processed through the New College Foundation, Inc., rather than through the College, to maximize potential operational and administrative benefits. The procedures for preparing and submitting proposals ensure the College will not accept any grants or contracts that might jeopardize its primary emphasis on undergraduate education.

- Post-Award

As noted in the Guide, "NCF's Business Office manages financial compliance required by government and non-governmental agencies for all sponsored projects. The Business Office sets up new grant accounts, invoices sponsors, prepares required financial reports, closes completed sponsored projects, and manages the distribution of recovered indirect costs."

All invoices, reimbursements, and purchases are routed through ORPS to ensure compliance with NCF and funding agency regulations, as well as with federal and state laws. The Finance Office processes all financial expenditures and communicates directly and frequently with ORPS to ensure allowability, allocation appropriateness, and consistent application of charges, as per federal rules. The Associate Controller calculates Facilities & Administrative costs and prepares required invoices for the sponsors. Funds received from this invoicing activity are received directly by the Finance Office, matched with invoices, and applied to the appropriate account for the specific grant/contract. Additionally, the Associate Controller is responsible for preparing required financial reports in accordance with the contract/award.

Funding sources attach varying restrictions directing and limiting the activities for which they provide support. If a grant or contract is awarded by an external agency, that document is reviewed by ORPS and the principal investigator and may be further reviewed by the General Counsel prior to signing the agreement. Separate accounts for grants and contracts are established, so as not to commingle these funds with funds from other sources. Monthly internal finance reports are generated for each project director or principal investigator to ensure that appropriate expenses and revenues have been recorded [sample monthly finance report].

NCF negotiated its Facilities and Administrative rates with the U.S. Department of Health and Human Services in 2017. The rates established were 58% on campus and 26% off campus, as described in the ORPS Guide, and are due for review and renegotiation in 2021.

NCF has policies and procedures in place to ensure appropriate conduct in research, including a Policy on Financial Conflict of Interest in Sponsored Projects and a Misconduct in Research Regulation (in addition to the institutional regulation on Fiscal Misconduct in Sponsored Research described earlier).

Annual certification of policies regarding external funds and sponsored research

In accordance with Florida Board of Governors Regulation 10.002, NCF is required to annually certify that it has policies to solicit ad accept research grants, policies to collect fees in the context of sponsored research, and policies relating to the appropriate use of research funds. Requests for this certification in both 2018 and 2019 show that NCF completes this certification in Fall each year.

Annual audits of externally funded and/or sponsored research programs

The Florida Auditor General, in accordance with the U.S. Office of Management and Budget (OMB) Title 2 U.S. Code of Federal Regulations Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) conducts an annual audit of the federal awards programs of the State of Florida, including externally funded and/or sponsored research and programs administered by state universities. This external audit covers internal controls, allowability of costs, eligibility, prior-year findings, and compliance with laws, regulations and provisions of grants/contracts. Annual financial audits are also issued for each college and university, covering any substantial findings.

The following audit reports are provided as evidence:

- The Florida Auditor General's *State of Florida - Compliance and Internal Controls Over Financial Reporting and Federal Awards* summary and report for fiscal year ending June 30, 2018 (released March 28, 2019)

- New College of Florida Financial Audit for Fiscal Year Ending June 30, 2017 (released January 2018)
- New College of Florida Financial Audit for Fiscal Year Ending June 30, 2016 (released March 2017)
- New College of Florida Financial Audit for Fiscal Year Ending June 30, 2015 (released March 2016)

- New College of Florida Operational Audit for Calendar Year 2016 (released September 2017)

The lack of any findings related to financial control over externally funded and/or sponsored research or programs demonstrates NCF exercises appropriate control over these areas.

Conclusion

Through institutional regulations, policies and procedures coordinated by the Office of Research Programs and Services, accounting processes developed by the Finance Office, and external audits conducted by the Florida Auditor General, New College of Florida demonstrates it maintains financial control over externally funded or sponsored research and programs. A list of NCF's active grant awards is available on the ORPS website.

Supporting Evidence (in order of appearance)
1) Florida Statute 1004.22
2) Mission of ORPS (website)
3) NCF Regulation 4-6301 (Research and Research Grants)
4) Principal Investigator's Handbook
5) Sponsored Research / Projects Guide
6) NCF Regulation 4-6302
7) NCF Regulation 4-6303
8) NCF Regulation 4-6304
9) NCF Regulation 4-6307
10) Sponsored Research / Projects Guide
11) Funding opportunities through regular updates to the ORPS website
12) Sample monthly finance report
13) Facilities and Administrative rates with the U.S. Department of Health and Human Services in 2017
14) F&A Rates described in the ORPS Guide
15) Policy on Financial Conflict of Interest in Sponsored Projects
16) Misconduct in Research Regulation
17) Florida Board of Governors Regulation 10.002
18) Requests for this certification in both 2018 and 2019
19) CFR Title 2 Part 200 Uniform Administrative Requirements, Cost Principles, & Audit Requirements for Federal Awards
20) State of Florida - Compliance and Internal Controls Over Financial Reporting and Federal Awards
21) NCF Financial Audit for Fiscal Year Ending June 30, 2017
22) NCF Financial Audit for Fiscal Year Ending June 30, 2016
23) NCF Financial Audit for Fiscal Year Ending June 30, 2015
24) NCF Operational Audit for Calendar Year 2016

13.6: Federal and state responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) complies with its program responsibilities under Title IV of the most recent *Higher Education Act* and audits its financial aid programs as required by state and federal regulations.

Compliance with Title IV program responsibilities

The U.S. Department of Education authorizes New College of Florida to participate in Federal Title IV programs under the Federal Student Aid Program Participation Agreement, which is valid until March 31, 2022. During fiscal year 2018-19, NCF disbursed $2,978,542 in Title IV funds. NCF has not been placed on the reimbursement method, nor has NCF been required to obtain a letter of credit on behalf of the Department of Education.

As stated in NCF Regulation 5-1003, New College of Florida adheres to all federal regulations in processing student aid applications and verifying student eligibility for federal funds. Institutional financial aid policies such as the Undergraduate Satisfactory Academic Progress (SAP) Policy and the Graduate SAP Policy for Financial Aid Purposes (both of which reference Title IV rules), along with information sent to faculty advisors (such as the Awarding of Grants, Scholarships, and Other Aid from New College Offices and Organizations document that references the Federal Student Aid Handbook) provide evidence of institutional compliance with Title IV program responsibilities.

The Director of Financial Aid monitors changes to federal regulations and updates policies as needed to maintain compliance. The Director also maintains the Financial Aid section of the website, which provides students and parents comprehensive information about financial aid programs, application instructions, eligibility requirements, forms, and Title IV financial aid policies such as verification procedures, and satisfactory academic progress.

Title IV audits

The Florida Auditor General, in accordance with the U.S. Office of Management and Budget (OMB) conducts an annual audit of the federal awards programs of the State of Florida, including financial aid programs administered by state universities. New College of Florida's financial aid records are audited each year by the state Auditor General's Office through this process.

The following table provides information about (and links to) the previous six reports provided by the Auditor General.

Compliance and Internal Controls Over Financial Reporting and Federal Awards Reports

Link to report for fiscal year ending:	Findings*	Recommendation and Response
June 30, 2018	No findings.	(Not applicable)
June 30, 2017	No findings.	(Not applicable)
June 30, 2016	No findings.	(Not applicable)
June 30, 2015	No findings.	(Not applicable)
June 30, 2014 (Pages 101-102 and 105-106 of the audit report list findings and responses)	• 2014-048: Our audit testing of selected access privileges to the financial aid system disclosed certain institution employees had access privileges that were inappropriate and unnecessary, and that permitted the employees to perform incompatible functions. The institution may not have properly separated access responsibilities and, as a result, inappropriate or unnecessary user access may have been granted. While our tests did not disclose any instances of errors or fraud, inappropriate or unnecessary access privileges increase the risk of unauthorized disclosure, modification, or destruction of institution data and IT resources	Recommendation: The institution should ensure that assigned access privileges significant to determining eligibility for awarding and disbursing student financial aid enforce an appropriate separation of incompatible duties and restrict employees to only those functions necessary for their assigned job responsibilities. Response: The College has taken immediate action to remove access for identified personnel, to establish greater separation of duties and greater limits to access controls for processing and awarding Federal financial aid. The final corrective action was completed January 2, 2015.
	• 2014-049: Certain information technology (IT) monitoring controls protecting the institution's IT resources needed improvement. Without adequate monitoring of the student financial aid system activity, there is an increased risk that inappropriate or unauthorized changes, should they occur, may not be detected in a timely manner.	Recommendation: The institution should improve its IT monitoring controls related to student financial aid system activity to ensure the continued confidentiality, integrity, and availability of institution data and IT resources. Response: Adjustments to access and procedures have been completed for appropriate reviews, addressing the recommendations cited in the audit (January 2, 2015)
June 30, 2013	No findings.	

* Note that the Florida Auditor General's report only lists institutions with findings. Therefore, reports *not* listing NCF indicate New College of Florida had no findings.

As noted in the table, New College of Florida had two findings in 2012-13 for IT monitoring controls and access to the financial aid system. A 2015 Summary Schedule of Prior Audit Findings indicates both findings were fully corrected. The fact that NCF is not listed in the most recent 2017 Summary Schedule of Prior Audit Findings indicates New College of Florida has no outstanding audit issues.

During the 2018-19 academic year, one complaint was filed with the Department of Education. A January 28, 2019 email from a Complaint Resolution Specialist confirmed that the DOE's office of Federal Student Aid concluded their review, determined that no additional information was required, and closed the complaint. As of this date, New College of Florida has no outstanding issues with the Department of Education, and no known complaints have been filed with the Department of Education, with regard to the administration of Title IV programs.

The only Title IV issue NCF has faced was detailed in New College of Florida's 2014 SACSCOC Fifth Year Interim Report:

> *When New College applied for 2010 recertification to disburse Title IV funds, the College was required to revise its policies and procedures in order to meet the USDOE's requirements for clearer standards for dismissal, tracking of credit hour equivalents, and revision of the College's Satisfactory Academic Progress (SAP) policy for financial aid purposes. When the College's certification expired in 2010, the College was allowed to continue awarding Title IV aid, first on a month-to-month certification, then on a provisional certification, while working to address concerns with a USDOE specialist. In early July 2011, the USDOE informed the College that its concerns had been addressed and that the compliance assistance process was complete. On May 23, 2012, the USDOE informed the College that it was approved for certification to disburse Title IV funds.*

State financial aid audits

Florida Statute 1009.53(5)(c) requires the Florida Auditor General to conduct an annual audit of each public university that receives more than $100,000 in Florida Bright Futures Scholarship funds. At least every two years, the audit includes an examination of the institution's administration of the program and the institution's accounting of program funds.

No findings were cited for New College of Florida in the last six years of published audit results:

- 2018 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2016 and 2017
- 2016 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2014 and 2015
- 2014 Bright Futures Scholarship Program Audit Report for Fiscal Years Ending 2012 and 2013

Conclusion

As evidenced by the Federal Student Aid Program Participation Agreement, New College of Florida is authorized to participate in Federal Title IV programs. In implementing institutional regulations, policies, and procedures tied directly to Title IV rules, NCF demonstrates compliance with Title IV responsibilities. Compliance is also evidenced by annual audits conducted by the Florida Auditor General, in accordance with the U.S. Office of Management and Budget.

Supporting Evidence (in order of appearance)
1) Federal Student Aid Program Participation Agreement
2) NCF Regulation 5-1003
3) Undergraduate Satisfactory Academic Progress (SAP) Policy
4) Graduate SAP Policy for Financial Aid Purposes
5) Awarding of Grants, Scholarships, and Other Aid from New College Offices and Organizations
6) Financial Aid Website
7) OMB Annual Audit of Federal Awards Programs: Fiscal Year Ending 2018

8) OMB Annual Audit of Federal Awards Programs: Fiscal Year Ending 2017
9) OMB Annual Audit of Federal Awards Programs: Fiscal Year Ending 2016
10) OMB Annual Audit of Federal Awards Programs: Fiscal Year Ending 2015
11) OMB Annual Audit of Federal Awards Programs: Fiscal Year Ending 2014
12) OMB Annual Audit of Federal Awards Programs: Fiscal Year Ending 2013
13) 2015 Summary Schedule of Prior Audit Findings
14) 2017 Summary Schedule of Prior Audit Findings
15) January 28, 2019 email from a Complaint Resolution Specialist
16) New College of Florida's 2014 SACSCOC Fifth Year Interim Report
17) Florida Statute 1009.53(5)(c)
18) 2018 Bright Futures Scholarship Program Audit Report
19) 2016 Bright Futures Scholarship Program Audit Report
20) 2014 Bright Futures Scholarship Program Audit Report

13.7: Physical resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

✓ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

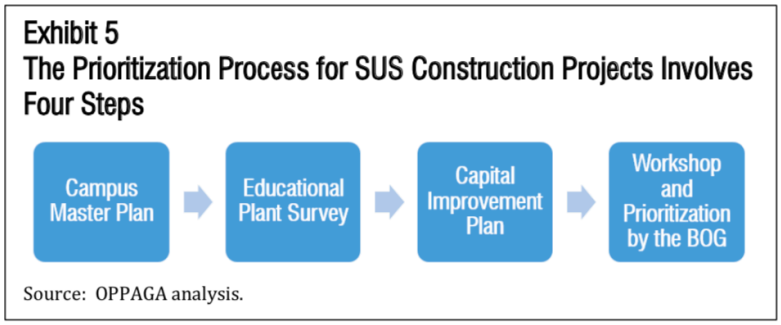
Through ongoing planning and development activities, New College of Florida ensures its physical facilities and resources are adequate to support its mission and serve the needs of its educational programs and support services.

Information about the NCF campus and its facilities is available to the public on the *Our Campus* webpage. An admissions tour video also provides a general overview and a walkthrough of NCF's physical facilities. A campus map shows the relative locations of each facility.

Information about campus facilities planning and construction activities is available to the public on the Facilities Planning and Construction webpage.

Campus planning and utilization

As explained in a 2019 Higher Education Space Utilization Research Memorandum from the Florida Legislature's Office of Program Policy Analysis and Government Accountability, all members of the State University System follow similar processes to plan capital projects:



Campus Master Plan

Florida Statute 1013.30(3) and Florida Board of Governors Regulation 21.202(4) require every institution in the State University System to develop, adopt, and publish a campus master plan. The plan must identify physical facility usage, capital improvements, sustainability initiatives, and procedures for evaluating physical facilities over a period of 10-20 years. In addition to planning for building and land use, the plan must address transportation, utilities, intergovernmental coordination, and capital improvements in response to projected student enrollment and housing needs.

The NCF Campus Master Plan – the institution's fourth master plan adopted since 1995 – was created in 2008 to guide the development of campus facilities over the next twenty years. It provides a blueprint for new facilities construction, major facilities renovations, and land acquisitions to ensure the College has adequate

space and facilities to meet its projected needs. Most recently reviewed and approved by the NCF Board of Trustees in 2015 [10-31-2015 BOT minutes], the NCF Campus Master Plan focuses on responsible stewardship of resources and sustainable development to support the institutional mission.

The 2015 update to the plan addressed items identified in the 2013 NCF Master Plan Evaluation and Appraisal Report. As New College of Florida prepares for a 2020 update to the Campus Master Plan, it will once again engage in an evaluation and appraisal of the current plan.

Educational Plant Survey

To evaluate current resources and prioritize future needs, New College of Florida is required under Florida Statute 1013.31(1) to conduct an Educational Plant Survey every five years and submit the results to the Florida Board of Governors. As the introduction to the 2013 Facilities Inventory Validation & Space Needs Assessment indicates, the Educational Plant Survey aims to validate changes in campus-space utilization over the past five years and formulate plans to house the educational program and auxiliary/ancillary services to serve the projected growth in students, faculty, and staff over the next five years.

The Educational Plant Survey process involves a campus visit by a review team comprised of representatives from peer institutions to assess the accuracy of reporting of new building space by assignable categories and the overall building space condition for each intended use. The review team compares current space inventory and utilization to formula-derived recommendations and standards. The team then evaluates proposed requests for new construction or renovations to prepare the Educational Plant Survey with final recommendations for the next five years.

The 2013 Educational Plant Survey, approved by the NCF Board of Trustees on March 8, 2014 and the Florida Board of Governors on June 19, 2014, projected space needs through June 30, 2018. The recently developed 2019 Educational Plant Survey (validated by the Board of Trustees in April 2019) will serve the institution through June 30, 2024.

Capital Improvement Plan (CIP)

Data from the Educational Plant Survey support funding requests for projects identified in Capital Improvement Plans [2016-17 and 2018-19 CIPs through FY 2025]. Each year, NCF submits a rolling five-year CIP with project descriptions, estimated costs, recommendations for renovations, and funding requests to the Florida Board of Governors.

Capital Improvement Plans, approved by the NCF Board of Trustees each summer [06-08-2019 BOT agenda and action item; 06-09-2018 BOT minutes; 07-10-2017 BOT minutes], are used to request funding on an annual basis for projects identified in the Campus Master Plan. Once approved by the NCF Board of Trustees, the CIP is submitted to the Florida Board of Governors for incorporation into the State University System Fixed Capital Outlay Budget Request. Funding for projects is subject to appropriation by the Florida Legislature and approval by the Governor.

For fiscal year 2018-19, based on the previous year's CIP, New College of Florida received $308,299 in capital appropriations, including $176,841 in Renovation/Remodeling/Repair funding and $131,458 in Capital Improvement Funding. A table of the Funding History of Capital Projects summarizes the recent history of capital appropriations NCF has received to support utilities infrastructure, capital renewal, renovation, land acquisition, and new construction.

The most recent CIP for Fiscal Year 2019-20 Through 2023-24 was presented, along with a request for funding for 2019-20, to the Board of Governors in October 2018. The top priority for New College is the construction of a multi-purpose facility to support enrollment growth. To develop this request, NCF faculty, staff, students, and trustees engaged in an intense, four-day design charrette in April 2017 to explore the ways in which the physical campus could be enhanced to support the enrollment and graduation rate targets of the 2016 NCF Growth Proposal.

Physical facilities

New College of Florida's building infrastructure, clustered entirely on its 108-acre campus in Sarasota, supports its mission as Florida's designated residential, liberal arts honors college. The campus includes 59 buildings and structures, comprising 427,986 gross square feet of "Educational & General" use space. The 230,769 square feet of "auxiliary" use space includes nine residence halls, the Hamilton Student Center, the Fitness Center, the Boathouse, and The Barn, which houses a student-run café.

The campus map identifies three distinct areas:

1. Bayfront Campus
   Located on the west side of US 41, the Bayfront Campus includes Cook Hall and College Hall, ornate residential mansions built in the 1920s directly on Sarasota Bay and listed since 1993 as contributing structures within a district in the National Register of Historic Places. Cook Hall houses administrative services and College Hall includes space for faculty offices and classrooms.

   Other facilities on the Bayfront Campus include:

   - Public Archaeology Lab: Created with a FISPE (Fund for the Improvement of Postsecondary Education) grant and opened in October 2010, the Public Archaeology Lab features more than 1,600 square feet of workspace for processing and interpreting artifacts, an office for archaeological site reports and geographic information systems, and storage space for excavated finds.

   - Pritzker Marine Biology Research Center: This facility boasts seven research labs and over 100 aquaria, anchored by a 15,000-gallon research and display tank. Each tank in the Living Ecosystem Teaching and Research Aquarium features a different captive ecosystem, several with a camera to send images to a streaming video server. Through a natural filtration system designed by students, the center draws and recycles water from Sarasota Bay. At Pritzker, students and faculty also design outreach programs to engage the local community in the world of science.

   - Heiser Natural Sciences Complex: The 56,000-square-foot Heiser Natural Sciences Complex includes teaching and research labs for chemistry, biochemistry, biology, bioinformatics, computational science, mathematics and physics. A state-of-the-art Optical Spectroscopy and Nano-Materials laboratory and a research greenhouse are part of the complex. Our chemistry labs, which include a 24-station teaching lab with transparent fume hoods, are well equipped for organic, inorganic, and physical chemistry projects, as well as for biochemistry and molecular biology. Within them, students have access to research grade instruments like a 60 MHz and a 250 MHz NMR spectrometer, several FTIR and UV-visible spectrophotometers, a fluorimeter, an inert atmosphere glove box, electrochemical equipment, a GC-MS, a room-temperature microwave spectrometer, and a real-time PCR. A $9.7 million project added a third wing to the Heiser complex in 2016-2017, increasing space by more than 50 percent. In 2018, this project received LEED Gold certification for its sustainability features. The Heiser Natural Sciences Complex is also home to Soo Bong Chae Auditorium, a tiered lecture hall for the natural sciences named after the longtime New College mathematician.

- Keating Center: The Keating Center is a 7,500 sq. ft Mediterranean-style building and home to the New College Foundation, New College Alumnae/i Association, and New College Library Association, with office space for 17, two conference rooms, catering kitchen, reception hall, and an adjoining outdoor plaza on a one-acre site.

- Four Winds Cafe: The Four Winds Café has been a student-owned and operated gourmet coffeehouse and vegetarian eatery created in 1996 out of a student thesis project. Affectionately known as "The Barn" (because of the building's previous use on the old Charles Ringling estate), it is located along Dort Promenade, the main bricked path through Bayfront Campus. With indoor and outdoor seating, the café regularly hosts student art exhibitions, public talks, and other events.

- Academic Center (ACE): Designed for seminar, classroom, and faculty office space, ACE houses 9 classrooms, 5 labs, and 45 faculty offices. ACE is certified as a LEED (Leadership in Energy and Environmental Design) Gold building.

2. Pei Campus (to the east, connected by an overhead pedestrian walkway to the Bayfront Campus)
The most significant structures on the Pei Campus are the three unique student dormitories, their courtyards, and the Hamilton Student Center, designed by I.M. Pei in 1965. The Pei dorms are complemented by five newer residence halls that opened in Fall 2007, and two dating from 1998-99. The south corner lot of the Pei Campus, adjoining the student-life facilities, was purchased in 2007 from the Sarasota-Bradenton Airport Authority; the property currently houses the Sarasota Classic Car Museum. Plans for future use of this property by the College are under discussion [2018 NCF Strategic Plan].

   - Hamilton Center: This student union building houses a cafeteria, deli, game room, convenience store, tech and meeting rooms, a band room, and various offices, including the Gender and Diversity Center and headquarters for student government. The recently renovated Ham Center also features the Black Box Theater, created in 2010. The flexible space seats approximately 75 people and has its own control booth for sound and lighting. Movable stage platforms make it possible to adapt the space in a number of configurations, from seating in the round to conventional theater style. True to its name, the windowless space offers the opportunity to present works in near-total darkness. Intended first and foremost as a creative space for students, the theater is used selectively for public events, including New Music New College. The theater lobby incorporates a new art gallery space in-the-round for displaying student work.

   - Jane Bancroft Cook Library: The 74,000 square foot library (detailed in response to SACSCOC Principle 11.1) houses the Academic Resource Center (ARC), a place where students and faculty from both New College and USF Sarasota-Manatee can congregate, network and bond. Located at the rear of the reference area on the main floor, it is a space to study, to relax, to make voice recordings, edit video and scan documents and receive individualized attention. The ARC houses New College's Quantitative Resource Center, Writing Resource Center, Language Resource Center, Educational Technology Services, and an open-use computer lab available to both New College and USF Sarasota-Manatee patrons.

   - Fitness Center: Facilities include a 25-meter outdoor swimming pool, hot tub, an indoor wood-floored racquetball courts, a spacious wood-floored dance and exercise room, a yoga studio a lighted basketball court, two lighted tennis courts, a multipurpose playing field and softball diamond, fitness path. Students can also rent camping, SCUBA and sports equipment. Indoor facilities feature a variety of strength-training and cardiovascular equipment including CYBEX Arc Trainers, OCTANE Ellipticals, TRUE Treadmills, a Concept 2 Rowing Machine, Lifecycle and Schwinn stationary bikes,

Stairmaster step machines, a Quinton treadmill and a Concept II rower. The weight room includes a full line of CYBEX selectorized weight machines, urethane-coated dumbbells weighing from 5 to 100 pounds, urethane-coated fixed barbells 20-110 pounds, urethane-coated free weight plates, an angled Smith machine, flat and incline weight benches, and a variety of free weight equipment that will help you stay physically fit. And take advantage of expert fitness training available free to students and the professional-quality body composition computer for fitness measurement and testing.

- Sudakoff Center: The Harry Sudakoff Lecture and Conference Center houses a 400-seat auditorium that can be subdivided into meeting rooms for groups of 50 to 400, making it a great space for fairs and exhibits.

3. Caples campus (on Sarasota Bay to the south, connected to the Bayfront Campus by a sidewalk and intersected by Florida State University's John and Mable Ringling Museum).

   Gifted to New College in 1971 by Mr. and Mrs. Ralph Caples, the Caples Campus consists of the original 1930 Caples Mansion, Carriage House and Potting Shed. In 1993 the Caples Fine Arts Complex was constructed on the east end of the property along Bay Shore Drive and opened in 1993.

   - Sainer Fine Arts Complex: Built around a central courtyard, this quadrangle of buildings is the heart of music, sculpture and the fine arts on campus. The 257-seat auditorium is used for music, theater and dance performances by students and visiting artists. The art and sculpture buildings include a printmaking studio/arts lab with Mac computers and peripherals, plus woodworking and welding shops.

   - Caples Bayfront Recreation Area: Facilities include a covered boat pavilion, sail boats, paddleboards, kayaks and canoes.

Most of the buildings mentioned in this narrative are pictured in a Physical Facilities Slide Show presentation maintained by Facilities Management. The buildings are also listed in a Building Inventory updated January 2019.

Maintenance and facilities staff/services

Operating and maintaining the physical facilities and infrastructure enables students and faculty to concentrate on the educational process without distraction. Physical facility improvements, upgrades and infrastructure extensions make the quality of life better for the campus community and enhance learning experiences for everyone.

Through capital appropriations over the past decade, the College has initiated and completed major infrastructure improvements, such as roof and window replacement, hurricane hardening, sewer connections and a project in which the existing New College Chiller Plant was connected to the FSU/Ringling Chiller Plant (south of Cook Library) creating a joint use chiller plant. These connections, now serving HVAC-backup needs at both New College and the FSU/Ringling Complex, efficiently take advantage of the capabilities available. The HVAC system of the Heiser Natural Sciences Building has also been renovated and improved to accommodate current regulations and industry safety standards. Infrastructure funding enables New College to modify its facilities to meet environmental, statutory and code requirements that are frequently updated.

The NCF Facilities Department manages routine, preventative and deferred maintenance for the campus. The Facilities staff includes the services of 42 FTE employees, as shown on the list of Facilities

Management Staff Positions, divided into Maintenance, Landscape Services, Custodial Services, Construction and Planning, and Administrative. All buildings are assigned maintenance workers and are serviced on a daily basis; grounds and facilities areas are similarly assigned to staff. Supervisors regularly check buildings/grounds as well. In addition to their routine daily duties, Facilities staff respond to special requests, placed through an electronic work-request system that enables faculty, staff and students to ask for assistance with general repairs and help with electrical, plumbing, carpentry and painting needs. This system enables Facilities staff to stay abreast of administrative, grounds, maintenance and custodial service needs.

Results from the most recent (2019) Physical Plant satisfaction survey indicate, overall, faculty, staff and student constituents regard the Physical Plant work order system and service favorably. On a scale from 1 (very poor) to 5 (excellent), respondents scored Physical Plant an average of 3.70 on timeliness of responses to work order requests and 4.02 on quality of response. Emergency maintenance requests were scored slightly higher (3.93 for timeliness and 4.04 for quality). Respondents scored the administrative, maintenance, and custodial staff as professional and courteous (with scores ranging from 4.53 to 4.73). The condition and cleanliness of campus buildings and grounds scored slightly lower, with mean scores ranging from 3.28 to 3.74.

Recent remodeling and renovation; Capacity utilization

New College of Florida has made significant upgrades to its facilities over the past five years:

- The west side of the Hamilton Student Center was remodeled into the Black Box Theater.
- Portions of the Cook Library were remodeled and renovated to create a new Collaboration Lab on the first floor, in addition to updated group study areas and staff offices.
- The construction of a new Academic Center (ACE) positions NCF for anticipated growth with space conducive to innovative, student-centered education. ACE was the first building on campus built exclusively for classrooms and faculty offices. In support of New College's commitment to a healthy and clean environment the ACE building was designed, constructed, commissioned and certified as a LEED (Leadership in Energy and Environmental Design) Gold building. Some of the special sustainable features are:
    - Special carbon dioxide room sensors measure air quality and adjust the A/C system accordingly
    - A/C system uses refrigerants that minimize damage to the ozone
    - High-efficiency windows, deep roof overhangs and louvered shutters block solar heat and glare, while letting in natural light and allowing for cross ventilation
    - Pavers and high-reflective roofing materials reflect sunshine
    - During construction, more that 85% of construction site debris was recycled, and regional building materials were used, which reduced transportation costs and associated pollution

Through these efforts, NCF has adequate space to maintain and operate its educational programs, support services and other mission-related activities: 38 classrooms, 27 class laboratories, 20 open laboratories, 22 research/non-class laboratories, 317 offices and 16 conference rooms, and residence-hall accommodations for nearly 650 students. Demonstrating the adequacy of classroom space, an analysis of Fall 2017 classroom capacity found that every classroom on campus had a 35% or less weekly classroom utilization rate (the number of hours a classroom is in use per week / 40 hours per week).

Further demonstrating the adequacy of physical facilities, the following tables display the occupancy of NCF residence halls for the past several years:

	Average annual occupancy rate for Residence Halls									
	'09-10	'10-11	'11-12	'12-13	'13-14	'14-15	'15-16	'16-17	'17-18	'18-19
Average occupancy rate	100%	94%	102%	97%	98%	101%	101%	101%	103%	97%

Number of beds occupied / number of beds available (calculated the Monday following tuition & fee deadline)

Emergency preparedness

In accordance with state risk management and safety programs established in Florida Statutes Chapter 284, New College of Florida properly protects its interests through proper levels of insurance. Coverage of assets is evidenced by the Certificate of Property Insurance and the Certificate of Casualty Insurance Coverage (General Liability). NCF is insured under the State of Florida's self-insurance fund, with the NCF Director of Environmental Health and Safety serving as the liaison to the State Insurance Trust Fund.

To further prepare the College for emergencies, the Director of NCF's Office of Emergency Management led the College's Emergency Operations Team in early 2019 to develop the New College of Florida Comprehensive Emergency Management Plan (CEMP). The CEMP, which is to be reviewed annually, coordinates all activities necessary to build, sustain, and improve the College's ability to mitigate, protect, and prevent against; respond to; and recover from natural, technological, and human-caused threats and hazards.

Insurance and risk management information are provided to the public on the Environmental Health and Safety section of the College website.

Technological infrastructure

While New College of Florida does not offer distance education programs, an adequate technological infrastructure is vital to the operation of the campus.

To ensure students have access to necessary learning software and technology resources, NCF houses three computer labs on campus, including labs dedicated to specific disciplines. The three labs provide 105 computers with various software packages. The Academic Resource Center, housed in the library, offers open use computers with licensed software in addition to computers dedicated for use in the Quantitative Resource Center, the Writing Resource Center, and the Language Resource Center. Through the Educational Technology Services office, students can check-out laptops for digital arts.

In addition to these physical labs, the Information Technology division offers a Virtual Desktop Infrastructure (VDI) for students to access licensed software from anywhere on or off campus. The VDI is available to all students and can support up to 20 concurrent connections.

In addition to the VDI, enrolled students also have access to cloud-based tools including Microsoft 365 and Google Apps for education. These tools offer access from anywhere to standard office applications via web browser.

To support the demand for the VDI and many web-based applications, NCF has two internet connections totaling 1.5 Gbps of bandwidth. The core internal infrastructure backbone is connected by dual 10 Gbps connections and each building on campus is connected either by a 1 Gbps or 10 Gbps uplink. Port speeds to the endpoints are either 1 Gbps or 100 Mbps. Additionally, NCF offers wireless connections using 802.11N and 802.11AC standards. Wireless access is available in all residence halls, classrooms, and common spaces.

Physical inventory

NCF conducts a physical inventory of its capital assets – assets owned by NCF with an original purchase price or fair market value of at least $5000 – annually in accordance with the NCF Procedures for Safeguarding Attractive Assets and NCF Regulation 3-2002 (College Property and Disposal of Surplus Property).

At the time of purchase, or at the time a donation is accepted, a Property Update form is submitted to the Finance Office along with supporting documentation for entry into the College's capital asset ledger within the Banner ERP system. It is at this time that the Finance Office issues a capitalization number and places a barcoded asset tag on the asset.

Each year, the Procurement Office conducts a physical inventory of capital assets by scanning all capital items and taking photos of each item. This updated information is then entered into the Banner ERP system.

For disposal of capital assets, a Request for Property Removal form is completed and submitted to the Finance Office for approval. Once approved, a Finance Office representative will replace the capital asset tag with a red tag, signifying to physical plant personnel to dispose of the item. Prior to disposal, the Information Technology Office certifies all electronic files are removed from computers or assets with hard drives.

There have been no findings in the College's annual Financial Audits by the State of Florida Auditor General's Office nor in the College's Federal Awards Audits related to capital assets.

Conclusion

Through processes which result in a Campus Master Plan, Educational Plant Survey, and Capital Improvement Plan, New College of Florida ensures adequate physical facilities and resources that appropriately serve the needs of its educational programs, support services, and students, faculty, and staff.

Supporting Evidence (in order of appearance)
1) Our Campus webpage
2) Admissions tour video
3) Campus Map
4) Facilities Planning and Construction webpage
5) 2019 Higher Education Space Utilization Research Memorandum from OPPAGA
6) Florida Statute 1013.30(3)
7) Florida Board of Governors Regulation 21.202(4)
8) NCF Campus Master Plan
9) 10-31-2015 BOT minutes
10) 2013 NCF Master Plan Evaluation and Appraisal Report
11) Florida Statute 1013.31(1)
12) 2013 Facilities Inventory Validation & Space Needs Assessment
13) 2019-24 Educational Plant Survey
14) Capital Improvement Plan
15) 06-08-2019 BOT agenda and action item
16) 06-09-2018 BOT minutes
17) 07-10-2017 BOT minutes
18) State University System Fixed Capital Outlay Budget Request
19) Table, Capital Projects Funding History, up to 2018
20) 2018 CIP Presentation
21) Four-day design charrette in April 2017
22) NCF Growth Plan
23) Campus map

24) Cook Hall
25) College Hall
26) Public Archaeology Lab
27) Pritzker Marine Biology Research Center
28) Heiser Natural Sciences Complex
29) Keating Center
30) Courtyards
31) 2018 NCF Strategic Plan
32) Black Box Theater
33) Fitness Center
34) Sudakoff Center
35) Sainer Fine Arts Complex
36) Physical Facilities Slide Show presentation
37) Building Inventory updated January 2019
38) List of Facilities Management Staff Positions
39) Requests placed through an electronic work-request system
40) Results from the most recent (2019) Physical Plant satisfaction survey
41) Analysis of Fall 2017 classroom capacity
42) Florida Statutes Chapter 284
43) Certificate of Property Insurance
44) Certificate of Casualty Insurance Coverage (General Liability)
45) New College of Florida Comprehensive Emergency Management Plan
46) Environmental Health and Safety section of the College website
47) Procedures for safeguarding attractive assets
48) NCF Regulation 3-2002 (College Property and Disposal of Surplus Property)
49) Property Update form
50) Request for Property Removal form

13.8: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

Through institutional policies and practices coordinated by campus police, environmental health and safety, and student affairs, New College of Florida (NCF) takes reasonable steps to provide a health, safe, and secure environment for all members of the campus community. Reports, statistics, and student satisfaction survey results provide evidence that NCF is able to provide a healthy, safe, and secure environment.

Reporting structure

Administrative responsibility for health, safety, and security functions is split among the following positions:

- The Vice President for Finance and Administration, who oversees Campus Police, the Office of Emergency Management, Facilities, and Human Resources. The Assistant Vice President of Human Resources oversees Environmental Health and Safety.
- The Dean of Student Affairs, who oversees the Counseling and Wellness Center and the Title IX Coordinator. The Director of the Counseling and Wellness Center oversees the Health Educator and Health Care Provider.
- The Director of Marketing and Communications

All three of these individuals report directly to the NCF President.

Comprehensive Emergency Management Plan

In accordance with Florida Board of Governors Regulation 3.001 (Campus Emergency Management), NCF developed and published the 2019 New College of Florida Comprehensive Emergency Management Plan (CEMP). The 2019 CEMP, which replaced 2011 Emergency Operations Plan – is a comprehensive plan that:

1. Defines the functional roles and responsibilities of each entity that partners in NCF's disaster organizations
2. Provides a comprehensive approach to reducing the effects of disasters on its population and physical environments
3. Provides guidance to NCF officials on procedures, organization and responsibilities for an integrated and coordinated response
4. Addresses National Incident Management System (NIMS) compliance

In addition to providing a general strategy for emergency management, the 2019 CEMP outlines prevention, protection, mitigation, response, and recovery Emergency Operations Plans for natural hazards, technological hazards, and human caused threats. The CEMP also includes a Building Emergency

Coordinator Handbook to guide Residence Hall Directors in assisting students, faculty, staff, and visitors in safe evacuation or shelter-in-place procedures in times of crisis.

The CEMP was developed by NCF's Director of Emergency Management, Luis Suarez (along with the coordinated efforts of eleven different NCF offices). Prior to joining NCF, Mr. Suarez served as Emergency Management Coordinator for Manatee County, where he developed standard operating procedures for the county's Emergency Operations Center and planned and conducted two full-scale hurricane simulations for over 200 county and municipal personnel. Mr. Suarez also served 20 years in the U.S. Marine Corps, including a tour in the Pentagon under the Office of Emergency Management. Mr. Suarez earned a bachelor's degree in Homeland Security and a master's degree in Military Studies with an emphasis in strategic leadership from the American Military University.

To assist schools in emergency management planning, the Board of Governors offered an Academic Continuity and Campus Resiliency Summit in July 2019. NCF staff attended this summit as a professional development opportunity and to learn what worked and did not work at campuses that faced crises.

As indicated in the document, the CEMP was distributed to NCF faculty, staff, and the executive management team, as well as the neighboring University of South Florida – Sarasota Manatee, the Florida Board of Governors, and the Sarasota and Manatee County Emergency Management offices.

Emergency communication

NCF uses several means of mass communications to reach students, faculty, staff, and visitors. The campus is equipped with more than 40 emergency telephones ("blue phones" and elevator phones) that, when activated, dial directly into the Campus Police Department. In addition, an external security camera system has been installed in select parking areas for campus police monitoring.

The NCFSAFE system allows the College to contact all members of the NCF community simultaneously via email, phone, and text messaging in the event of an emergency. Students, faculty, and staff sign-up for NCFSAFE by providing a phone number and non-NCF email address.

Three external and three internal emergency mass notification speakers (located in the Library, Sudakoff Conference Center, and Hamilton Student Center) allows for external mass notification of the campus. This system provides instantaneous live or pre-recorded emergency notifications to campus.

NCF has also installed VOIP speakers in each classroom on campus. The speakers allow for two-way communication between each classroom individually, or as a group, to the Campus Police Dispatcher. Police can use the system to make campus-wide announcements to one or all classrooms and individuals in classrooms can call Campus Police with the push of a button.

Sample emails of traffic and suspicious activity notices from 2018-19 demonstrate the use of this system. The NCF Campus Notification System is tested regularly, as evidenced by email notices from March and July 2019.

Campus security

Campus Police are available 24 hours a day, every day to protect members of the NCF community. All members of the NCF Police Department are state-certified police officers vested with the same authority as members of local police departments. Campus Police are currently staffed by a Chief of Police, a Captain, four Sergeants, ten Officers, five Police Communications Operators, and an administrative assistant.

In addition to general services, such as mobile and foot patrol, criminal investigation of all misdemeanors and felony crimes committed on campus, traffic enforcement, crash investigation, emergency response, and crime prevention programs, Campus Police offer a variety of information, services, and training, including:

- Active Shooter information, response information, and videos
- Bomb threat video, checklist, and action plan
- InterACT (Actions for Consent & Trust), a bystander intervention educational program designed by NCF students in 2015
- Listen. Support. Act police training program
- Rape Aggression Defense System (R.A.D.) to develop and enhance self-defense options for women
- Victims advocacy available 24 hours a day to assist victims of crime, sexual assault, and partner violence.
- Other services, including safety escorts, prescription drug take back, safe exchange zone for online transactions, vehicle jump starts, vehicle lockout assistance, fingerprinting service, laptop and bike registration, free loaner bike locks, key sign-out, and engraving.

Local law-enforcement agencies from Manatee and Sarasota counties provide back-up assistance to Campus Police when necessary.

Campus Police use a variety of methods to keep the community informed, including the following resources available on the College website:

- Clery Annual Security and Fire Reports dating back to 2014-15 (e.g., 2018-19 Clery Report, 2017-18 Clery Report, 2016-17 Clery Report) and monthly police activity reports (e.g., November 2018, March 2019, and July 2019 reports). Notice of the availability of the Clery Report is sent via campus email to all students, faculty, and staff by October 1 each year [September 25, 2018 email notice of Clery Report publication].
- Community Announcements
- A crime map showing the location of crimes reportable under the Jeanne Clery Crime Act (Crime Awareness and Campus Security Act of 1990)
- Criminal Activity Reports
- A list of individuals receiving no trespass orders

The effectiveness of Campus Police is evidenced by Uniform Crime Reports published by the Florida Department of Law Enforcement. As explained in a June 23, 2019 email from Chief of Police Michael Kessie, on-campus crime dropped 43.8% from 2017 to 2018; dropped 3.4% from 2016 to 2017; and 27.5% from 2015 to 2016. Students indicate satisfaction with campus safety and security, too. Responses to the 2018 Baccalaureate Student Survey (administered to all graduating seniors) indicate 79% of students were *satisfied* or *very satisfied* with "personal security and safety on campus." This level of satisfaction was higher than that of any other non-academic experience included on the survey.

Environmental health and safety

As noted on the Environmental Health and Safety webpage, NCF is committed to a learning and employment environment where faculty, staff, and students are protected from the risk of injuries as a result of being exposed to health hazards associated with exposures to adverse environmental factors and non-compliance with applicable U.S. Environmental Protection Agency (EPA) and Florida Department of Environmental Protection regulations. NCF is also committed to eliminating, where possible, exposure of staff and students to hazards and meeting Federal Occupational Safety and Health Administration (OSHA) standards.

The Office of Environmental Health and Safety oversees these activities for NCF. Staffed by a Director of Environmental Health and Safety, the Office provides significant programs and services, including:

- Developing and implementing the NCF Environmental Health and Safety Compliance Manual, which outlines strategies to provide safety and environmental training programs, develop procedures when employment-related injuries occur, and investigate accidents.

- Coordinating biological and chemical safety efforts, such as:
  - Bloodborne Pathogens and Biohazardous Materials Management
  - The Program for the Management and Disposal of Hazardous Wastes, including disseminating information on regulations and providing training.
  - The Asbestos Management Program
  - The Chemical Hygiene Plan Program and laboratory safety training
  - Minimization of the Use of Oil-Based Paints, Solvents, and Aerosol Products on the NCF Campus
  - Recycling of Spent Batteries on the NCF Campus

- Coordinating building and construction safety efforts, such as:
  - Building Code Administration Program
  - The Fire Alarm Response and Maintenance Program
  - Fire Drill Procedure and Response Program – note that fire safety regulations are enforced by the State Fire Marshal, Campus Police, and Residential Life. The fire marshal conducts annual inspections.
  - Management of NCF Property, Contents, and Rental Insurance
  - Tent Installation Program
  - Program for the Management and Disposal of Hazardous Wastes from Construction and Renovation Sites

- Coordinating occupational safety efforts, such as:
  - Cart Safety Program
  - Fall Protection
  - Hearing Conservation
  - Lock-out / Tag-out Program
  - Machinery and Machine Guarding
  - Personal Protective Equipment Program

Florida Statute 1013.11 requires NCF to report annually an assessment of physical plant safety. As the 2018 and 2017 Annual Assessment of Physical Plant Safety reports demonstrate, these annual assessments include lists of initiatives in the areas of campus security, physical plant safety, environmental health and safety.

Other services and programs to support a healthy environment

Counseling and Wellness Center (CWC)

As described in response to SACSCOC Principle 12.1 (Student support services), the Counseling and Wellness Center (CWC) embraces a holistic wellness philosophy that focuses on the physical, financial, intellectual, emotional, social, and spiritual well-being of students in offering professionally-staffed counseling and health services.

Counseling services offered by the CWC include initial evaluations, brief individual counseling, brief relationship counseling, group counseling, Therapist Assisted Online (TAO), and crisis interventions. Eligible students may meet with one of the CWC's professional clinicians for an initial evaluation to determine how that particular student's mental health needs can best be met. Students with concerns that can be best addressed through the CWC may be offered participation in brief individual counseling, couples counseling, group counseling, and/or TAO.

Concerns typically addressed in brief counseling at the CWC include stress management, depression, anxiety, self-esteem, body image, concerns related to cultural background or identity, and concerns about family, romantic, and/or interpersonal relationships. If it is determined that the student's requires longer-term counseling and their needs are best met by another agency, the professional clinician will provide the student with appropriate referral resources.

The CWC also coordinates psychiatric services (should a professional clinician determine that a psychiatric evaluation is warranted) and crisis intervention to assist with emergencies and/or serious crises related to psychological concerns.

CWC professional clinicians also provide counseling services to faculty and staff through the Employee Assistance Program (EAP) as well as consultation services related to student mental health.

The CWC also offers student health services to address a wide range of medical needs, including primary care, referral, and educational services. A Physician or Physician Assistant is available weekdays during the Fall and Spring semesters. Standard office visits at the Counseling and Wellness Center are free. Specialized services such as gynecological visits and immunizations are also available at cost.

In 2015, the CWC began offering Health Education focused on sexual health, alcohol and drug misuse, and Mental and Physical Health. Health Education offers workshops for clubs and student organizations, residence hall programs, large-scale campus programming, and individual support sessions. Services are individually designed for the health topic and the need of the student or group requesting services.

NCF students take full advantage of CWC services. According to the 2018 Baccalaureate Student Survey, 60% of the 2018 graduating class used CWC services at least once (with 22% of respondents indicating they used CWC services at least 11 times). Students are generally satisfied with CWC services, as the average satisfaction score for the CWC on the 2018 Baccalaureate Student Survey was 2.1 (on a scale from 1-3, where 2 represents services were adequately provided).

Institutional Regulations

NCF implements regulations to support a safe and healthy environment, including:

- Alcohol and Other Drugs (Regulation 6-3004)

- The Student Code of Conduct (Regulation 6-3005) which defines offenses for which a student would be subject to the disciplinary process. These offenses include:

  Hazing – Hazing means any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into an affiliation with an organization. Such actions shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or any other forced physical activity which could adversely affect the physical health or safety of the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Students are required to complete Hazing Prevention training as part of new student orientation.

Title IX: Sexual harassment, discrimination, gender discrimination

As stated in Regulation 3-4018 (Sexual Discrimination), NCF is committed to promoting an environment free from discrimination and harassment based on race, color, religion, age, disability, sex, sexual orientation, gender expression, gender identity, national origin, marital status, veteran status, or any other protected characteristic under the law.

The Regulation explains that any member of the NCF community who believes they have been discriminated against or sexually harassed may contact a higher level administrator or manager, Human Resources, the Dean of Student Affairs, or the Title IX Coordinator. Reports may also be filed using the online NCF Sexual Violence Reporting Form (which also encourages reporters to contact Campus Police or the NCF victim advocate). A Title IX webpage explains the investigative process that follows the filing of a complaint.

To ensure mandatory reporters are aware of their responsibilities and the process, the Title IX Coordinator provides required training for mandatory reporters.

U.S. Department of Education's Office of Civil Rights investigations for violations alleging sexual violence

New College of Florida has not had any open or closed investigations by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence since its 2008 decennial SACSCOC comprehensive review.

Conclusion

Through efforts coordinated by the Director of Emergency Management, Campus Police, the Director of Environmental Health and Safety, and the Dean of Student Affairs, New College of Florida takes steps to provide a healthy, safe, and secure environment for all members of the campus community. These steps are documented in a Comprehensive Emergency Management Plan, an Environmental Health and Safety Compliance Manual, and in institutional regulations. These steps include training and communication targeted to students, faculty, and staff.

Supporting Evidence (in order of appearance)
1) Florida Board of Governors Regulation 3.001 (Campus Emergency Management) 2) 2019 New College of Florida Comprehensive Emergency Management Plan (CEMP) 3) 2011 Emergency Operations Plan 4) Building Emergency Coordinator Handbook 5) Academic Continuity and Campus Resiliency Summit 6) More than 40 emergency telephones 7) NCFSAFE system 8) Sample emails of traffic and suspicious activity notices from 2018-19 9) Email notices from March and July 2019 – NCFSAFE testing 10) Campus Police 11) Campus Police Staff 12) Active Shooter information 13) Active Shooter response information 14) Active Shooter videos 15) Bomb threat video, checklist, and action plan 16) InterACT 17) Listen. Support. Act police training program 18) Rape Aggression Defense System 19) Victims advocacy 20) Other police services 21) Prescription drug take back 22) Clery Annual Security and Fire Reports 23) 2018-19 Clery Report 24) 2017-18 Clery Report 25) 2016-17 Clery Report 26) November 2018 Police Activity Report 27) March 2019 Police Activity Report 28) July 2019 Police Activity Report 29) September 25, 2018 email notice of Clery Report publication 30) Community Announcements 31) Crime map 32) Criminal Activity Reports 33) June 23, 2019 email from Chief of Police Michael Kessie – crime statistics 34) 2018 Baccalaureate Student Survey 35) Environmental Health and Safety webpage 36) NCF Environmental Health and Safety Compliance Manual 37) Procedures when employment-related injuries occur 38) Investigate accidents 39) Bloodborne Pathogens and Biohazardous Materials Management 40) Program for the Management and Disposal of Hazardous Wastes 41) Disseminating information on regulations - Hazardous Wastes 42) Providing training - Hazardous Wastes 43) Asbestos Management Program 44) Chemical Hygiene Plan Program 45) Laboratory safety training 46) Minimization of the Use of Oil-Based Paints, Solvents, and Aerosol Products on the NCF Campus 47) Recycling of Spent Batteries on the NCF Campus 48) Building Code Administration Program 49) Fire Alarm Response and Maintenance Program 50) Fire Drill Procedure and Response Program 51) Fire safety regulations enforced by the Fire Marshal, Campus Police, & the Office of Residential Life. 52) Fire marshal conducts annual inspections 53) Management of NCF Property, Contents, and Rental Insurance 54) Tent Installation Program 55) Program for the Management & Disposal of Hazardous Wastes from Construction & Renovation Sites 56) Cart Safety Program 57) Fall Protection 58) Hearing Conservation 59) Lock-out / Tag-out Program 60) Machinery and Machine Guarding

61) Personal Protective Equipment Program
62) Florida Statute 1013.11
63) 2018 Annual Assessment of Physical Plant Safety
64) 2017 Annual Assessment of Physical Plant Safety
65) Counseling and Wellness Center
66) Counseling services offered by the CWC
67) Student health services
68) Health Education
69) Alcohol and Other Drugs (Regulation 6-3004)
70) Student Code of Conduct (Regulation 6-3005)
71) Hazing Prevention training
72) Regulation 3-4018 (Sexual Discrimination)
73) NCF Sexual Violence Reporting Form
74) Title IX webpage
75) Title IX training for mandatory reporters

Section 14: Transparency and Institutional Representation

14.1: Publication of accreditation status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

(a) Accurate representation of accreditation status

New College of Florida accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC requirements and federal policy.

The following statement, in compliance with the SACSCOC Institutional Obligations for Public Disclosure, appears in the NCF consumer information webpage, the NCF accreditation webpage, the Undergraduate General Catalog, the Graduate Catalog, and the Faculty Handbook:

> *New College of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees.*
>
> *Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of New College of Florida.*

(b) No branch campuses

New College of Florida operates with no branch campuses.

Supporting Evidence (in order of appearance)
1) SACSCOC Institutional Obligations for Public Disclosure 2) consumer information section of the NCF website 3) accreditation section of the NCF website 4) Undergraduate General Catalog 5) Graduate Catalog 6) Faculty Handbook

14.2: Substantive change

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida (NCF) implements an institutional regulation to ensure all substantive changes are reported in accordance with SACSCOC policy. Evidence documenting submission of notification and approval to the Commission regarding the single substantive change that has occurred since the College's 2008 reaffirmation of accreditation is provided.

Policy

The purpose of NCF Regulation 1-1017 is to "establish the requirements, procedures, and processes necessary to ensure timely coordination and notification of substantive changes involving New College of Florida to [SACSCOC]." Applying to all college officers who can initiate, modify, review, approve, and allocate resources to any change that might be considered a substantive change, this regulation outlines the process by which substantive changes are identified and reported.

The process requires individuals to inform the Provost as early as possible of proposals which may result in a substantive change for the College. This notification must also be submitted in writing to the Provost and the SACSCOC Liaison at least two months before the timeline specified by SACSCOC. The Provost then presents the potential change to the President for consideration.

Once all internal approvals have been obtained, the President directs the SACSCOC Liaison to send SACSCOC written notification of the proposed change and follow all other procedures articulated in the SACSCOC Policy Statement on Substantive Change (which are also summarized within the regulation). Finally, the regulation notes that the change cannot commence until approval is received from SACSCOC, the NCF Board of Trustees, and the Florida Board of Governors.

This regulation:

- Covers all types of potential substantive changes by including the "Types of Change" table from the SACSCOC Substantive Change Policy Statement.
- Was adopted by the NCF Board of Trustees on March 8, 2014 and most recently revised on April 23, 2019 to reflect changes made to the SACSCOC Policy Statement in 2018.
- Is published online, where those affected can view the regulation.
- Clearly designates responsibility for substantive change reporting to the SACSCOC Liaison and the Provost.

Ongoing monitoring of potential substantive changes

NCF's SACSCOC Liaison reports directly to the President and, through executive leadership meetings, monitors activities which may need to be reported or approved by SACSCOC prior to implementation.

Sample evidence

Substantive change: Level change and addition of the Master of Science in Data Science program
NCF's 2014 application for level change provides evidence of the implementation of the substantive change regulation:

- August 28, 2014: Minutes from the NCF Board of Trustees Teleconference Meeting
  President O'Shea proposes a Master's program in Data Science. The BOT approved the proposal unanimously, delegating to the president or his designees the ability to make revisions following review by Board of Governors staff.

- August 28, 2014: Request to Offer New Degree Program
  Immediately following the BOT meeting, the NCF Provost and President submitted a formal request for the new degree program to the Florida Board of Governors. The report notes that "New College will prepare and submit a Substantive Change Application to SACSCOC for approval to offer the Master's Program, a higher level than our current Bachelor's level, once BOG approval is secured. The next SACSCOC submission deadline for change of level of degree offered from Bachelor's to Master's, after the BOG's November 2014 meeting, is April 15, 2015 with a SACSCOC decision anticipated in June 2015."

  This provides evidence that NCF senior leaders were made aware of SACSCOC deadlines, in accordance with the institutional substantive change regulation.

- November 12, 2014: Letter from the NCF SACSCOC Liaison to SACSCOC
  Following Board of Governors approval on November 6th, the NCF SACSCOC Liaison notifies the Commission that NCF will submit an Application for Substantive Change in April 2015 to offer the new degree program. This is the process outlined in the NCF substantive change regulation.

- February 12, 2015: Progress Report to Campus Community
  A progress report on the development of the Data Science Program informs the campus that the addition of the new program constitutes a level change for which an application to SACSCOC must be submitted and approved. The report also indicates that, "New College has begun the process of applying for accreditation for the Master of Data Science degree and has dedicated the required staff to complete the process by the SACSCOC deadline of September 15, 2015."

- April 22, 2015: SACSCOC receipt of notification
  Dr. Belle Wheelan acknowledges receipt of the notice and a delay in the submission of the application.

- January 19, 2016: SACSCOC notice of action
  Following the submission of the application for level change and documentation for the substantive change committee, the SACSCOC Board of Trustees awards NCF membership at Level III and authorizes a Substantive Change Committee to visit the College.

Implementation of the substantive change regulation for potential substantive changes

The institutional substantive change regulation calls for the Provost and SACSCOC Liaison to be aware of proposals that may result in substantive changes. Here are a couple examples of the regulation being implemented in cases where the proposal ultimately didn't result in a substantive change:

- September 13, 2013: SACSCOC Letter to NCF
  This "The Commission on Colleges acknowledges receipt of this information and requires no additional information from you" letter regarding NCF's pilot of a summer term indicate the NCF SACSCOC Liaison followed the institutional substantive change regulation.

- February 15, 2019: Email from Provost to NCF SACSCOC Liaison
  This email provides evidence that the Provost was made aware of the development of an agreement with the University of Florida that may have resulted in a substantive change. The Provost, in accordance with the institutional regulation, notified the SACSCOC Liaison. The development of this proposal stalled, so it did not result in a substantive change.

- May 7, 2019: Email from NCF SACSCOC Liaison to SACSCOC VP
  This email provides evidence that the NCF SACSCOC Liaison was made aware of a proposed Florida Senate Bill that may result in the College needing to award degrees at a lower level than NCF is accredited to award. The NCF Liaison reached out to the SACSCOC VP and verified that awarding degrees at a lower level would, in fact, represent a substantive change. Ultimately, an amendment to the Senate Bill removed the requirement for NCF to offer associate in arts degrees.

Conclusion

As evidenced by New College of Florida's successful application for level change, the College implements procedures in accordance with an institutional substantive change regulation to ensure that all substantive changes are reported in accordance with SACSCOC's policy.

Supporting Evidence (in order of appearance)
1) NCF Regulation 1-1017 (Substantive Change)
2) NCF BOT Minutes: March 8, 2014
3) August 28, 2014: Minutes from the NCF Board of Trustees Teleconference Meeting
4) August 28, 2014: Request to Offer New Degree Program
5) November 12, 2014: Letter from the NCF SACSCOC Liaison to SACSCOC
6) February 12, 2015: Progress Report to Campus Community
7) April 22, 2015: SACSCOC receipt of notification
8) January 19, 2016: SACSCOC notice of action
9) September 13, 2013: SACSCOC Letter to NCF
10) February 15, 2019: Email from Provost to NCF SACSCOC Liaison
11) May 7, 2019 email from NCF SACSCOC Liaison to SACSCOC VP

14.3: Comprehensive institutional reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida offers no distance learning programs and has no branch campuses or off-campus instructional sites.

Students who may choose to complete an Independent Study Project or practicum experience off-campus are held to the same standards and follow the same policies and are held to the same standards as students who complete these activities face-to-face on campus.

Supporting Evidence (in order of appearance)
(none)

14.4: Representation to other agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida does not hold accreditation (or candidacy) with any U.S. Department of Education recognized accrediting agency except for the Southern Association of Colleges and Schools Commission on Colleges. This is evidenced by the U.S. Department of Education's Database of Accredited Postsecondary Institutions and Programs listing for New College of Florida.

The State University System of Florida's official list of accredited academic programs also shows that NCF does not offer any accredited academic programs. The Chemistry program listed in the system had done some preliminary planning for accreditation back in 2011 and 2012, but no accreditation was ever sought.

Supporting Evidence (in order of appearance)
1) U.S. DOE's Database of Accredited Postsecondary Institutions and Programs listing for New College of Florida 2) State University System of Florida's official list of accredited academic programs

14.5: Policy compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation:*

(a) **"Reaffirmation of Accreditation and Subsequent Reports"**
Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida and the State University System of Florida

New College of Florida is one of twelve public universities in the State University System of Florida (SUS). While all are public institutions, they have diverse origins and varied missions. For example, the University of Florida and Florida State University date to the 1850s, have large residential student populations, and are manor national research institutions. Florida A&M University is a land-grant university and a leading HBCU. The University of Central Florida is the state's largest university – and one of the largest in the nation – with more than 66,000 students (with 80% of them commuters).

In contrast, New College of Florida was founded in 1960 as a small, private, residential liberal arts college. With approximately 850 students – and a plan to grow to 1200 students by 2023-24 – NCF is by far the smallest institution in the SUS.

The Florida State University System enrolls more than 350,000 students and employs more than 60,000 employees across its 12 universities. The governance, operations, and mission of the SUS involve close and continuous interaction between the System and its member institutions. The SUS is headquartered in Tallahassee, overseen by a Chancellor [organizational chart], and governed by the Florida Board of Governors.

Governance

The Florida Board of Governors (BOG) is the administrative body corporate of the SUS. The 17-member BOG was established in 2003 under Article IX (7d) of the Florida Constitution and is the successor to the Florida Board of Regents (1965-2001) and the Florida Board of Control (1905-1965).

The Governor of Florida appoints 14 members of the BOG to staggered even-year terms. The other three members of the BOG are the commissioner of education, the chair of the advisory council of faculty senates, and the president of the Florida student association.

The powers and duties of the BOG, articulated in Florida Statute § 1001.706, include broad regulatory, operational, organizational, financial, and accountability authority over the member institutions. Specific powers and duties are discussed in response to SACSCOC principles 4.2g and 4.3.

By Article IX (7c) of the Florida Constitution, the BOG has the authority to establish the power and authority of each member university's Board of Trustees. The powers and duties delegated from the BOG to the New College of Florida Board of Trustees are articulated in BOG regulation 1.001.

Operating Procedures

The operating procedures for the BOG, published online, summarize its operating authority, membership, officers, meetings, and committee structure.

The BOG meets at least six times per year [calendar of BOG meetings] and may call other meetings as needed. The Chancellor of the SUS acts as the chief executive officer of the BOG.

The BOG maintains the following 11 standing committees, with responsibility for specific aspects of the SUS:

1. Academic and Research Excellence
   Develops quality and prominence of academic and research programs
2. Academic and Student Affairs
   Leads development of admissions, academic, and student support programs
3. Audit and Compliance
   Provides oversight of audits, financial controls, compliance, and risk management
4. Budget and Finance
   Reviews budget guidelines and requests, universities' budgets, tuition and fees
5. Facilities
   Reviews and approves Fixed Capital Outlay Legislative Budget Requests
6. Legislative Affairs
   Develops and implements strategies to advocate the BOG's legislative agenda
7. Strategic Planning
   Leads development of strategic plan and monitors progress toward goals
8. Nomination and Governance
   Reviews applicants to SUS member institution Boards of Trustees
9. Innovation and Online
   Investigates best practices in online education
10. Tuition Appeals
    Hears appeals of BOG denials of universities' tuition and fee proposals
11. Two + Two Articulation
    Coordinates curricular agreements between SUS and Florida College System institutions

The BOG has extensive responsibilities in the areas of long- and short-term planning and accountability. Those responsibilities, the systems for accomplishing them, and coordination with member universities are detailed in response to SACSCOC principles 7.1 and 7.3.

Mission of the Florida State University System (SUS)

The SUS acknowledges the unique missions of its member institutions in its own mission statement and in its current long-term plan. Through long-term planning and annual accountability processes, the SUS informs (and is informed by) the goals of its constituent colleges and universities.

Mission Statement

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

Strategic Plan

The SUS 2025 Strategic Plan strengthens the BOG's commitment to achieving excellence in the tripartite mission of its state universities – teaching, research, and public service – for the benefit of Florida's citizens, their communities, and the state economy. The Strategic Plan is a living document that helps align SUS goals with Florida's highest economic, workforce, and research needs. As such, the Strategic Plan frames the university's tripartite mission around three key themes: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.

The Strategic Plan goes on to say that member institutions shall:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.

The Strategic Plan also articulates the vision of the SUS: *By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.* To reach this vision, the SUS Strategic Plan articulates goals for excellence, productivity, and strategy within the areas of teaching and learning; scholarship, research, and innovation; and community and business engagement. Each university reports on its progress in achieving these goals through annual Accountability Plans [NCF 2018 Accountability Plan].

The SUS uses a performance-based funding system [BOG Regulation 5.001] to incentivize its member institutions to achieve the goals set in the SUS 2025 Strategic Plan. Through this system, more than $550 million in funding is allocated to SUS member institutions based on their performance on the following ten performance metrics (as of 2018-19):

1. The percent of baccalaureate graduates who, within one year of graduating, are employed (earning at least $25,000 annually) and/or continuing their education.
2. The median wages of baccalaureate graduates who are employed full-time one year after graduation.
3. Net cost to students for a baccalaureate degree (tuition and fees per 120 credit hours).
4. Four-year graduation rates for full-time, first-time-in-college students.
5. Academic progress rate (percent of students retained from first year to second year with a GPA above 2.00).
6. Percent of bachelor's degrees awarded in SUS-defined programs of strategic emphasis.

7. Percent of undergraduate students with a Pell grant.
8. For NCF, the percent of first-year students who graduated in the top 10% of their high school classes. For all other SUS universities, this metric is the percent of graduate degrees awarded in SUS-defined programs of strategic emphasis.
9. Percent of students completing baccalaureate programs without excess hours.
10. A metric chosen by each university's Board of Trustees. For NCF, it's the percent of seniors participating in a research course.

The role of NCF within the State University System

New College of Florida aligns with the goals outlined in the SUS Mission Statement and the 2025 Strategic Plan, in that NCF provides an education that is excellent and innovative. Florida Statute 1004.32 declares New College of Florida to be the residential liberal arts honors college of the State of Florida, and defines New College's mission and goals:

> *New College of Florida with a campus in Sarasota County serves a distinctive mission as the residential liberal arts honors college of the State of Florida. To maintain this mission, New College of Florida has the following goals:*
>
> *(a) 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.*
>
> *(b) To engage in educational reform by combining educational innovation with educational excellence.*
>
> *(c) 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.*
>
> *(d) To challenge students not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.*

In addition, the New College Board of Trustees has recently approved *Cultivating Curiosity. Unleashing Potential*, the strategic plan for 2018-28. Emulating the SUS aim of making the system a national leader in academic and research excellence, New College intends to match the top tier of national liberal arts colleges, with goals including boosting enrollment to 1200 (roughly 50% above current levels) and increasing the four-year graduation rate to 80%.

Additional information about the Florida State University System

In 2017, the Florida Board of Governors published a two-page summary of the SUS entitled, *What does it mean to be a Florida University?* that summarizes accountability in the SUS.

Supporting Evidence (in order of appearance)
1) Twelve public universities in the State University System of Florida 2) SUS organizational chart 3) Article IX (7d) of the Florida Constitution 4) Florida Statute § 1001.706 5) Article IX (7c) of the Florida Constitution 6) BOG regulation 1.001 7) Operating procedures for the BOG 8) Calendar of BOG meetings 9) SUS 2025 Strategic Plan

10) NCF 2018 Accountability Plan
11) Performance-based funding system
12) BOG Regulation 5.001
13) Florida Statute 1004.32
14) Cultivating Curiosity. Unleashing Potential
15) What does it mean to be a Florida University?

14.5: Policy compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation:*

(b) **"Separate Accreditation for Units of a Member Institution"**
Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Documentation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

√ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative

New College of Florida is not an extended unit of another university and has no extended units.

Supporting Evidence (in order of appearance)
(none)