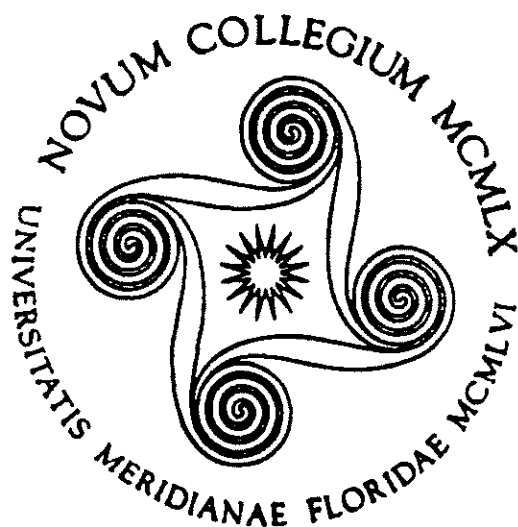


NEW COLLEGE FACT BOOK

2000-2001

New College of the University of South Florida
Office of the Dean and Warden



INTRODUCTION

This book provides current data on New College students, graduates and the academic program. Each edition is revised to incorporate changes in the Common Data Set (CDS) widely used by college guide publishers for gathering data on undergraduate education, particularly the year's fall entering class. The categories that appear, with their focus on sorting students along an array of variables, provide a context that is easily comparable with other institutions.

The Table of Contents lists each table by title. In a few instances, a group of closely related tables appears in the Table of Contents under a single heading.

For the most part, the *Fact Book* omits narrative information about New College that is readily available in other College publications. A listing of selected sources on New College, with the offices that publish them, is found on page vii.

The editor welcomes corrections, editorial suggestions, and proposals for additional categories or types of data.

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PUBLISHED SOURCES ON NEW COLLEGE OF USF

For:

Illustrated description of the college: New College "viewbook"
Office of New College Admissions, Robertson Hall, Bayfront Campus (941-359-4269)
Additional descriptive material about New College is available from Admissions.

**Academic program and graduation requirements, descriptions of areas of concentration (majors),
academic regulations, faculty and staff, other institutional information:** *General Catalog*
Published on the World Wide Web at www.newcollege.usf.edu.
Click on Academic Programs (under Useful Links) to access the General Catalog.
Office of the Associate Dean and Warden, Cook Hall, Bayfront Campus (941-359-4320)

Alumnae/i activities: *New College Nimbus* (alumnae/i newsletter)
On the web: www.newcollege.org
New College Alumnae/i Association, College Hall, Bayfront Campus (941-359-4340)

Course offerings (current): *Course Descriptions and Class Schedule* (by semester)
Also on the web: www.newcollege.usf.edu, click on Records and Registration
(under Useful Links), then Semester Schedule.
Office of Records and Registration, Building D, Bayfront Campus (941-359-4230)

History of New College: Furman C. Arthur, *NEW COLLEGE: THE FIRST THREE DECADES*
(Sarasota: New College Foundation, 1995)
Available for purchase, \$12.95, at the Campus Bookshop, 6301 N. Tamiami Trail
(941-355-5252)

Literary journal: *New CollAge*
Contact: Dr. Arthur M. Miller, Professor of Literature, c/o Div. of Humanities, Cook Hall
(941-359-4605)

New College Foundation, Inc.: *Annual Report, The Gateway Report* (newsletter)
New College Foundation, Inc., Robertson Hall, Bayfront Campus
(941-355-2991)

Student life: *Living While You Learn: A New College Student Handbook*
Published on the web: www.newcollege.usf.edu, click on Residence Life
Office of Student Affairs, East Campus (941-359-4250)

Student publications: *The Catalyst*
The Catalyst is organized as an academic tutorial under faculty sponsorship. Issues are
developed in the New College Publications Office using Adobe Photoshop
and Quark Xpress and printed at *The Bradenton Herald* with money provided
by the New College Student Alliance. Hamilton Center, Box 75, on the web at
<http://www.sar.usf.edu/~catalyst/>

ACCREDITATION

New College of the University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts degree.

A. GENERAL INFORMATION*

- A1. Address information:**
New College of the University of South Florida
5700 North Tamiami Trail
Sarasota, FL 34243-2197
Main phone: 941-359-4200
Administrative Offices: 941-359-4320; FAX: 941-359-4298
Records and Registration: 941-359-4230. E-mail: records@sar.usf.edu
Admissions: 941-359-4269. FAX: 941-359-4435. E-mail: ncadmissions@sar.usf.edu
New College Web Site: <http://www.newcollege.usf.edu>
URL Application sites: www.petersons.com (follow instructions to reach New College)
www.collegeboard.org (click Apply Online and connect to NextStopCollege)
www.CollegeLink.com
www.Embark.com
www.review.com
- A2. Source of institutional control:** Public.
- A3. Classification:** Residential, coeducational liberal arts college.
- A3a. Carnegie Classification:** New College is classified by the Carnegie Foundation for the Advancement of Teaching as a Baccalaureate Liberal Arts (BA/LA) institution.
- A4. Academic calendar:** 4 - 1 - 4.
- A5. Degree offered:** Bachelor of Arts.

* Section headings A through J and the data categories therein are derived from the Common Data Set (CDS) questionnaire, used by many publishers for collecting higher education data. The complete CDS, with instructions and definitions, may be viewed at www.commondataset.org/. When a number is omitted from a sequence, the item in the CDS is irrelevant to New College. New College has inserted additional items in the CDS sections in response to publishers' supplemental questionnaires and/or to reflect New College interests; these are identifiable by third-tier classifications (A1. is the CDS category; A1a., A1b., etc., would be items added to the CDS).

B. ENROLLMENT AND PERSISTENCE

B1. Institutional enrollment (all New College students are full-time, degree-seeking):

	FULL-TIME				Total
	Men		Women		
	FTIC freshmen*	48	30%	114	70%
All other undergraduates	189	39%	298	61%	487
Total all undergraduates	237	37%	412	63%	649

*Students attending college for the first time at the undergraduate level. Includes students enrolled fall term who attended college for the first time the prior summer term. Includes students entering with advanced standing (college credits earned before graduation from high school).

B1a. Total transfers, number (percentage): 139 (21% of total undergraduates).

B1b. Florida residents for tuition purposes, number (percentage): 453 (70% of total undergraduates).

B2. Enrollment by racial/ethnic category:

	FTIC		ALL	
	Total	% of FTIC	Total	% of All
Non-resident aliens	3	<1.8%	10	1.5%
Black, non-Hispanic	6	3.7%	18	2.7%
Amer. Indian/Alaskan Native	0		0	
Asian or Pacific Islander	7	4.3%	22	3.4%
Hispanic	9	5.5%	40	6.2%
White, non-Hispanic	130	85%	545	84%
Race/ethnicity unknown	0		14	2%
TOTAL	163		649	

B2a. Students by age, number (percent):

All		All		All		FTIC		All	
16-21	491	25-29	16 (2.5%)	35-	8 (<1.2%)	50+	0		0
22-24	124 (19.1%)	30-34	7 (1.2%)	40-49	3 (<1%)	Average age	18		21

B2b. Enrollment by U.S. College Board region:

Region	FTIC*	All*	% of All*
New England (Northeast)—ME, VT, NH, MA, CT, RI	7	28	4.4%
Middle States (Middle Atlantic)—NY, PA, NJ, DE, MD, DC	19	45	7%
South—VA, KY, NC, SC, TN, MS, LA, AL, GA, FL	137	509	79%
South without FL	18	57	
Midwest—MI, OH, WV, IN, IL, WI, MN, IA, MO, KS, NE, SD, ND	6	40	6.2%
Southwest—TX, NM, OK, AR	2	7	1.1%
West—MT, ID, WY, WA, OR, CA, NV, UT, CO, AZ, HI, AK	6	14	2.2%

*Excludes U.S. nationals with non-U.S. home addresses (4 persons total).

B2c. International students by country:

Country	FTIC	Total
Aruba		1
Bulgaria	2	4
China	1	1
Germany	1	2
Ghana		1
Japan		1
Kenya	1	1
Mexico		1
Total International Students	5	12
Total number of countries	4	8
Internationals as percent of student body	<1%	1.8%

B3. Number of degrees awarded, July 1, 1999-June 30, 2000: 121.**Graduation Rates****B4-11. Persistence of the Fall 1994 FTIC Entering Cohort:****B4. Cohort of full-time first-time, degree-seeking students, entering in fall 1994: 120.****B5. Number in cohort who did not persist and graduate due to death, permanent disability, military or federal government foreign aid service: 0.**

B6. Final cohort after allowable exclusions from B5: 120

1994 Adjusted Cohort (from B6)		
(B7).	Cohort graduating in 4 years or less (by Aug 31, 1998):	58
(B8).	Cohort graduating in more than 4 years but in 5 years or less:	19
(B9).	Cohort graduating in more than 5 years but in 6 years or less:	2
(B10).	Total graduating within 6 years (sum of B7, B8, & B9):	79
(B11).	Six-year graduation rate for 1994 cohort (B10 divided by B6):	66%

B11a. All New College graduates (includes transfers and spring admits) by year of entry, 1964-65 to 1996-97:

Entry Year	Begin	Graduate	% Grad	Entry Year	Begin	Graduate	% Grad
64-65	101	56	55	81-82	113	47	42
65-66	93	54	58	82-83	159	66	42
66-67	112	59	53	83-84	136	64	47
67-68	126	75	60	84-85	176	92	52
68-69	178	84	47	85-86	177	88	50
69-70	222	134	60	86-87	177	85	48
70-71	308	162	53	87-88	201	123	61
71-72	279	121	43	88-89	180	109	61
72-73	322	117	36	89-90	171	103	60
73-74	276	94	34	90-91	178	110	62
74-75	188	76	40	91-92	178	98	55
75-76	231	105	45	92-93	172	113	66
76-77	212	85	40	93-94	193	124	64
77-78	262	96	37	94-95	192	124	66
78-79	241	89	37	95-96	188	100	53
79-80	218	89	41	96-97	189	93	50
80-81	170	83	49	97-98	192	—	—

B22. Percent of fall 1999 entering FTIC who enrolled in fall 2000: 87.5%.

C. FIRST-TIME, FIRST-YEAR ADMISSION*

Applications

CI. First-time, first-year students applying/admitted/enrolling in fall 2000(incl. wait-listed):

FALL '00 CLASS	FTIC		
	Total	Male	Female
Completed Applications:	405	130	275
In-state	250	80	170
Out-of-state	155	50	105
Admitted:	285	86	199
As % of completed applications	70.4%	66.2%	72.4%
In-state	177	55	122
Out-of-state	108	31	77
From non-public HS	85	30	55
Enrolled:	162	48	114
As % of accepted	56.8%	55.8%	57.3%
In-state	119	38	81
Out-of-state	43	10	33
From non-public HS	38	13	25

* "FTIC" refers to "first-time, first-year-in-college" students (freshmen), defined in the CDS as "A student attending any institution for the first time at the undergraduate level. Includes students enrolled in fall term who attended college for the first time in the prior summer term and who entered with college credits earned before graduation from high school."

C1a. Fall '00 entering class by ethnicity and other selected characteristics:

	Completed Applications	Admitted	Enrolled	Percent of Enrolled
All Students	405	285	162	
African Americans	11	6	4	2.47%
Asians	27	15	10	6.17%
Caucasians	312	225	123	75.93%
Hispanics	32	23	15	9.26%
Internationals	19	10	4	2.47%
Learning Disabled	NA	NA	NA	0.0%
Native Americans	3	1	0	0.0%
Other Disabled	NA	NA	NA	%
"Legacies"	NA	NA	NA	%
Men	130	86	48	29.63%
Women	275	199	114	70.37%

C2. FTICs wait-listed (met admission requirements; admission contingent on space availability):

Fall '00	FTIC		
	Total	Male	Female
Wait listed	23	4	19
As % of completed apps:	5.68%	3.08%	6.91%
No. staying on Wait List:	21	4	17
No. accepted from Wait List	6	1	5
Total wait-listed who enrolled	5	1	4

Admission Requirements

C3. High school curriculum required for admission: Diploma required; GED accepted.

C4. College preparatory required or recommended: Required.

C5. Distribution of high school units required and/or recommended:

	Units required	Units recommended
Total academic units	19	20
English	4	4
Mathematics	3	3 or more
Science	3	3 or more
Units that must be lab	2	2 or more
Foreign language	2	2 or more
Social Studies (incl. History)	3	3 or more
Academic electives	4	5

Basis for Selection**C6. Basis for applicant selection:** Selective admission for all students.**C7. Relative importance of academic and non-academic factors in FTIC admission decisions:**

<u>Academic</u>	Very important ✓	Important ✓	Considered ✓	Not considered
HS record	✓			
Class rank		✓		
Recommendations			✓	
Standardized tests		✓		
Essays	✓			
<u>Non-Academic</u>				
Interview			✓	
Extra-curricular activities			✓	
Talent/ability			✓	
Character/personal		✓		
Alumnae/i relation			✓	
Geog. Residence			✓	
State residence			✓	
Religious affiliation				✓
Minority status				✓
Volunteer work			✓	
Work experience			✓	

SAT and ACT Policies

C8. Entrance exams—use of SAT I and/or ACT scores for FTIC students seeking admission:

	Require	Recommend	Require for some	Consider If submitted	Not used
SAT I					
ACT					
SAT I or ACT (no preference)	✓				
SAT I or ACT — SAT I preferred					
SAT I or ACT — ACT preferred					
SAT I and SAT II					
SAT I and SAT II or ACT					
SAT II				✓	

Test score used for placement and/or counseling?: No.

Latest date for submitting SAT/ACT score for fall-semester admission: May 1.

FTIC Profile (all enrolled FTIC who enrolled in fall 2000)

C9. Enrolled FTIC SAT/ACT test scores: The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	94%	No. submitting SAT scores	153
Percent submitting ACT scores	40%	No. submitting ACT scores	65

	25 th percentile	75 th percentile
SAT I Verbal	630	720
SAT I Math	590	670
SAT I Composite	1260	1380
ACT Composite	26	30
ACT English	27	31
ACT Math	24	29

C9.

Percent of FTIC students with SAT and ACT scores in each range:

	SAT I Verbal	SAT I Math
700-800	44.4	16.3
600-699	45.8	55.6
500-599	8.5	26.1
400-499	0.7	2.0
300-399	0.7	0.0
200-299	0.0	0.0

	ACT Comp.	ACT English	ACT Math
30-36	36.9	46.2	21.5
24-29	60.0	43.1	55.4
18-23	3.1	10.8	23.1
12-17	0.0	0.0	0.0
6-11	0.0	0.0	0.0
Below 6	0.0	0.0	0.0

C9a. FTIC mean test scores:*

	SAT: V	SAT: M	SAT: Total	ACT: Comp	ACT Eng	ACT Math
All	676	632	1308	28	29	26
Males	688	655	1343	28	28	27
Females	671	623	1294	28	29	26

C9b. Score distribution by percent for FTICs taking SAT:

Total SAT Score			
1300-1600	56.2	1000-1090	0.7
1200-1290	29.4	400-990	0.7
1100-1190	13.1		

* New College Admissions reports mean scores for research purposes only, in accordance with NACAC guidelines.

C9c. Score distributions for FTICs taking ACT:

ACT Comp	Percent
26-Up	83.1
21-25	16.9
17-20	0.0
12-16	0.0
Below 12	0.0

ACT Comp	Percent
25-up	93.8
19-24	6.2
13-18	0.0
Below 13	0.0

ACT Comp	Percent
29-Up	43.1
27-28	21.5
24-26	32.3
21-23	3.1
Below 21	0.0

C9d. Percent of FTIC SAT I scores equal to or greater than selected scores:SAT I Verbal ≥ 670

59.1

SAT I Math ≥ 600

71.8

C9e. Median FTIC test scores (excluding international students):

SAT I Verbal

680

SAT I Math

630

ACT Composite

28

C10. Percent of FTIC who had H.S. class rank within each of the following ranges (of those ranked):Top 10th

57.4

Top half

98.1

Top quarter

87.0

Bottom half

0.9

Bottom quarter

0.0

Percent who submitted HS class rank: 66.7%.

C10a. FTIC High School Rank-in-Class (RIC):

Top Fifth	81.5
2 nd Fifth	15.7
3 rd Fifth	2.8
4 th Fifth	0.0
Bottom Fifth	0.0

Percent (number) with RIC who ranked number 1 in the class: 3.7% (5).

- C11. Percent of FTIC who had HS Grade Point Averages within each of the following ranges, using the 4.0 scale (of those reporting GPAs):***

GPA of 3.0 and higher	99.4	GPA between 1.0 and 1.99	0%
GPA between 2.0 and 2.9	0.6	GPA below 1.0	0%

- C12. Average FTIC HS GPA of those FTICs submitting GPA: 3.90**

Percent who submitted GPA: 97.5%.

- C12a. Average GPA using USF formula: NA.**

- C12b. Percent of FTIC with selected HS course or curriculum selection:**

Honors	5.6
Advanced Placement	62.3
International Baccalaureate (IB) [†]	16.0
Consortium [†]	1.2

[†]IB programs, offered as an option by selected high schools world-wide, have standardized, enhanced curriculum and international examinations. "Consortium" refers to member schools of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology.

- C12c. Percent of FTIC following rigorous HS curriculum (incl. Honors, AP, IB, Consortium and other Magnet courses or curricula): 92.6%**

- C12d. Profile of minority FTIC enrollment:**

	Number	Percent
Applicants:	74	
Accepted:	45	60.8%
Enrolled:	29	64.4%
With rank-in-class:	20	69.0%
In Top 10% of HS Class:	13	65.0%
In Top 25% of HS Class:	19	95.0%
SAT Median Range V / M:	V: 700-610 M: 690-570	
ACT Median Range Comp:	30-26	

* New College reports weighted GPA using a formula also used by the University of Florida. The formula weights honors classes .5 and Advanced Placement courses 1.0. USF weights honors and Advanced Placement 1.0.

C12e. National Merit FTIC:

National Merit Finalists enrolled	11
National Merit Semi-finalists enrolled	2
Awarded USF and/or other institutional scholarship	13

C12f. Percent of FTIC by Secondary School Type:

Type	Percent	Number
Public schools	82.7	124
Private schools	10.0	15
Parochial schools	7.3	11
TOTAL	100%	150

Includes 1 Home Schooled FTIC

Admission Policies

C13. Application fee: \$20. State University System of Florida non-refundable application fee. Can be waived for financial need.

C14-20. Application process characteristics, FTICs:

C14.	Priority application date	February 1
	Priority merit scholarship deadline	February 1
	Final application deadline	May 1
C15.	FTICs accepted for	Fall semester only
C16.	Decision by	Rolling, beginning September
C17.	Applicant reply date; if adm. After reply date	May 1; w/in 30 days of acceptance
C18.	Deferred admission	Yes, 1-year maximum
C19.	Early admission of HS students	Yes
	Concurrent HS enrollment/early adm.	No
C20.	Common application policy: Nat'l. Assoc. Secondary School Principals Member of the Common Applic. Group	Yes, Supplement required No
	Tuition deposit	None
	Housing deposit; deadline; refund policy	\$200; May 1; non-refundable
	Spring admissions	Transfer applicants only

- C20a. Applicant financial resources and admission decision:** Admission is need-blind.
- C20b. Advanced placement & CLEP policies:** New College does not accept credit by examination for transfer (CLEP, Advanced Placement, etc.). This policy applies both to transfer and first-time-in-college students. It reflects the value placed by New College faculty upon undergraduate education as a dialogue between faculty and students in the college setting, rather than as a process of test mastery.
- C20c. Overlap schools:** The top five schools, in descending order, with which New College has the most applicant overlap (1989-1999): University of Florida, Florida State University, Oberlin College, Eckerd College, Brown University.

Early Decision and Early Action

- C21-22. Early Decision and Early Action programs:** New College does not have Early Decision or Early Action.

C22a. New College Fall Entering Classes: Eight-year Comparison (Deposited Students):

		2000	1999	1998	1997	1996	1995	1994	1993
All	Number of Inquiries	6890	6311	6635	7830	8327	8142	7884	7399
	Number of Completed Apps	515	397	473	615	650	659	542	637
	% Converted	7%	6%	7%	8%	8%	8%	7%	9%
	Number Admitted	347	286	319	353	346	379	344	364
	% Admitted	67%	72%	67%	57%	53%	58%	63%	57%
	Number Deposited	205	171	187	181	187	189	184	195
	Number Enrolled	205	171	187	181	177	179	171	177
	Yield	61%	60%	59%	51%	51%	47%	50%	49%
	Number of Internationals	6	3	6	3	3	2	6	3
	Number from Underrep Pop♦	25	16	17	20	23	14	13	11
	Number of Freshmen	162	129	138	145	155	143	131	146
	% of Fall Class	79%	75%	74%	80%	83%	76%	71%	75%
	No. National Merit Scholars†	11	10	10	21	23	21	17	22
	% of Freshmen	7%	8%	7%	14%	15%	15%	13%	15%
	No. Natl Achievement Scholars	1	1	0	0	0	~	~	~
Freshmen	% of Freshmen	1%	1%	0%	0%	0%			
	No. National Hispanic Scholars	4	0	0	6	5	~	~	~
	% of Freshmen	2%	0%	0%	29%	22%			
	Average HS GPA (weighted)	3.90	3.79	3.80	3.88	3.90	3.87	3.81	3.80
	Average SAT Score*	1308	1301	1327	1345	1339	1337	1317	1279
	All scores are on the recentered scale.								
	Class Rank*								
	Top 10%	57%	56%	56%	58%	65%	61%	65%	67%
	Top 20%	81%	76%	78%	86%	89%	86%	87%	89%
	Number of Florida Residents	119	87	90	103	87	80	66	76
	% FL	73%	67%	65%	71%	56%	56%	50%	52%
	Number of Non-Florida residents	43	42	48	42	68	63	65	70
	% Non-FL	27%	33%	35%	29%	44%	44%	50%	48%
	Number of Male	48	46	45	63	68	62	46	70
	% Male	30%	36%	33%	43%	44%	43%	35%	48%
Transfer	Number of Female	114	83	93	82	87	81	85	76
	% Female	70%	64%	67%	57%	56%	57%	65%	52%
	Number of Transfer	43	42	49	36	32	46	53	49
	% of Fall Class	25%	25%	26%	20%	17%	24%	29%	25%
	Average HS GPA (weighted)	3.56	3.50	3.38	3.47	3.60	3.44	3.27	3.23
	Average College GPA	3.57	3.48	3.58	3.45	3.71	3.75	3.63	3.59
	Average SAT Score*	1252	1260	1252	1288	1280	1283	1275	1179
	All scores are on the recentered scale.								
	Number of Florida Residents	36	25	33	19	16	27	23	32
	% FL	84%	60%	67%	53%	50%	59%	45%	61%
	Number of Non-Florida residents	7	17	16	17	16	19	30	17
	% Non-FL	16%	40%	33%	47%	50%	41%	57%	35%
	Number of Male	15	17	17	10	14	20	32	29
	% Male	35%	40%	35%	28%	44%	43%	60%	59%
	Number of Female	28	25	32	26	18	26	21	20
	% Female	65%	60%	65%	72%	56%	57%	40%	41%

♦ Native American, Hispanic, Black (SUS categories)

† One 2000 Scholar deferred to fall 2001.

♦ For those who took the SAT.

• Of those who reported class rank.

D. TRANSFER ADMISSION

Fall Applicants

D2. Transfer applicants and acceptances by gender and residency:

FALL '00 CLASS	Transfers		
	Total	Male	Female
Completed Applications:	110	40	70
Accepted:	62	21	41
As % of completed apps:	56.4%	52.5%	58.6%
In-state:	44	14	30
Out-of-state:	18	7	11
From non-public HS:	21	5	16
Enrolled:	43	15	28
As % of accepted:	69.4%	71.4 %	68.3%
In-state:	36	12	24
Out-of-state:	7	3	4
From non-public HS:	14	4	10

D2a. Advanced standing of Fall 2000 transfers:

Exempted from first semester	40%
Exempted from second semester	28%
Exempted from third semester	32%

Application for Admission

D3. Transfer enrollment semesters: Fall, spring.

D4. Must a transfer applicant have a minimum number of credits or else apply as a freshman? No.

- D5. Application items required of transfer students (items required or recommended are for all transfer applicants):**

	Required of all	Recom'ded	Not req.
HS transcript	✓		
College transcript(s)	✓		
Essay	✓		
Interview			✓
Standardized test scores	✓		
Statement of good standing from prior institution	✓		

- D6-7. Minimum HS or college GPA averages for transfer applicants:** Cumulative from all colleges, 2.0.

- D8. Other application requirements specific to transfer applicants:** None.

- D9. Transfer application priority, closing, notification, and candidate reply dates:**

	Priority date	Closing date	Notification date	Reply date	Rolling admission
Fall					✓
Spring					✓

D12-17. Transfer Credit Policies

- D12. Lowest grade earned for any course that may be considered for transfer:** C.

- D13-14. Maximum number of credits or courses that may be transferred from a two-year or four-year institution:** Three of seven semester-long academic contracts and one of three one-month-long Independent Study Projects required for graduation. For transfer purposes, minimum of 52 liberal arts and sciences credits required for the foregoing.

- D16. Minimum number of credits that transfers must complete to earn a bachelor's degree:** Four semester-long academic contracts and two one-month-long Independent Study Projects.

- D17. Other transfer policies:** Only liberal arts and sciences credits accepted for transfer.

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options:

Accelerated program	✓	Liberal arts/career combination	
Cooperative (work-study) program		Student-designed majors	✓
Cross-registration		Study abroad	✓
Distance Learning		Teacher certification	
Double major	✓	Weekend college	
Dual enrollment		OTHER: Academic Contract	✓
English as a second language		January Interterm (independent study period)	✓
Exchange students (domestic)	✓	Narrative evaluation/Pass-Fail	✓
External degree program		Senior Thesis	✓
Honors program		Tutorials	✓
Independent Study	✓	Undergraduate research	✓
Internships	✓		

Special or unique academic programs: 1/ The New College academic contract whereby each student develops her/his individual academic program of coursework, tutorials, field and lab research, study abroad, and so on, in close consultation with a faculty member. See *Catalog*, on the Web, www.newcollege.usf/Catalog. 2/ Non-graded, narrative evaluation which encourages exploration and mastery. 3/ Intensive "Independent Study Projects" during January which can be highly individual but can also involve group activities, such as an acting workshop or an ecological tour of Florida. 4/ Competitive grants programs to support student research.

E1a. Majors (areas of concentration) offered leading to a bachelor's degree

Anthropology	Foreign Language & Literature	Mathematics	Religion
Art History	Gender Studies*	Medieval & Renaissance Studies	Russian Language & Literature
Biology	German Language & Literature	Music	Social Sciences
Chemistry	History	Natural Sciences	Sociology
Classics	Humanities	Philosophy	Spanish Language & Literature
Economics	International & Area Studies	Physics	Theater*
Environmental Studies	Literature	Political Science	Urban Studies
French Language & Literature		Psychology	Visual Arts
		Public Policy	

*Available only in conjunction with another area of concentration.

Changes since last report: Addition of Theater* (see qualifying note, above).

Note: Students may arrange multi-disciplinary, interdisciplinary and special topic concentrations.

E1b.

Study abroad: New College students select among study abroad programs offered by institutions worldwide, or develop independent study abroad programs. They base their choices on their academic and personal goals, qualifications, and financial resources. New College charges no tuition, and levies no service or enrollment fees, when students study abroad under the auspices of another accredited educational institution. Thus students have studied in Africa, Asia, and Latin America with the School for International Training; in London and Florence at the Florida State University Study Centers; at the University of Newcastle and the University of Glasgow through the USF International Student Exchange Program; in Budapest with the Budapest Mathematics Seminar; and in Guatemala, Nepal, Korea, France, Finland, and in many other nations through a variety of institutions and programs.

E3. Coursework required of most or all students: Coursework requirements are defined by the student's individualized academic contract and, after declaration of an area of concentration (major), by academic contract within the framework of the concentration. Thus, coursework requirements are not college-wide.

E3a. Average class size (Fall 2000):

All classes – 24.5	Percent of classes of under 20 students – 58%
Introductory classes – NA	Percent of classes of over 50 students – 1.3%
Natural Sciences laboratories – 15.2	Number of tutorials/independent reading projects – 360

Number in largest class: 67; number in smallest class: 3.

E3b. Majors (excluding General Studies and Divisional majors) with the highest enrollment among May 2000 graduates, with the percent of the graduates earning a degree in the major:

Psychology	14%
Biology	10%
Sociology	9.5%

E3c. Majors (not divisions) with the lowest enrollment among May 2000 graduates, with the percent of the graduates earning a degree in the major:

Medieval & Renaissance Studies	0%
Russian	0%
Urban Studies	0%

E3d. Distribution of graduating seniors by academic division:*

Humanities	24%	Natural Sciences & mathematics	20%	Social Sciences	38%
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*General Studies concentrations (inter-divisional): 18%

E3e. Percent of graduates who undertook study abroad for credit toward their degrees: 23.8%.

E3f. Average percent of graduates continuing to graduate education within 5 years of graduation: NA.

E3g. Direct placement of May 2000 graduates by percent:

Graduate schools of arts & sciences	17%
Employment	NA
Travel or service*	NA
Law school	3%
Medical/dental school	2%
Other professional schools	1%

*Includes community service such as Teach for America and Americorps.

E3h. Percent of May 2000 graduates enrolled in a graduate school within 6 months of graduation:

All 2000 graduates	22%
Percent male	NA
Percent female	NA

E4-7 Library Collections

E4. Books, serial backfiles, electronic documents, and government documents (titles) accessible through the library's catalog – including bound periodicals and newspapers but excluding microforms: 251,940.

E5. Current serial subscriptions (paper, microform, electronic): 1,852.

E5a. Number of on-line services: Multiple. Provide on-line Public Access Catalog? Yes.

E5b. Library consortia memberships/relationships: Tampa Bay Library Consortia. Part of USF Library System with over 1.5 million volumes.

E5c. Average number of open hours per week when classes are in session: 109 hrs.

E6. Microforms (units): 493,983.

E7. Audiovisual materials (units): 4,132.

E7a-b. Computer Facilities

E7a. Computing services:

Free Internet access provided to all students	✓	Computer training classes available	✓
Individual e-mail accounts for all	✓	Computers available through USF bookstore	✓
Network access from dorm rooms	✓	On-line course registration or courses	
Students required to have computers		Windows and Mac available	✓
Computer rentals available		Facilities open evenings, weekends	✓

- E7b. Computer facilities:** Open Use PC Computer Laboratories: 34 microcomputers. Intel-based with Windows 95. All have direct Internet connectivity. Most have Pentium processors and 32MB (or more) of RAM. Software includes: Microsoft Office (Word, Excel, PowerPoint, Access), Statistical Analysis System, Mathematica, Netscape, Internet Explorer, ftp, telnet. Laser printers available. In addition, two Macintosh open-use facilities are operated by student government. Students receive Internet accounts upon registration.
- E7c. Academic buildings:** The 140-acre campus includes a student residence, classroom and student center complex designed by I.M. Pei; classrooms, conference rooms, and offices in historic estate buildings (part of a National Historic District); a modern, open-stack library with student carrels; computing centers; a conference center serving the campus and the wider community; and a fine arts center for music and studio arts. The new R.V. Heiser Natural Sciences Complex, with laboratory, teaching, and faculty office facilities replaced existing facilities (Fall 2000). New College is adjacent to the Ringling Museum of Art and The Florida State University Center for the Performing Arts, which houses the Asolo Theater and the Sarasota Ballet of Florida.

Academic facilities changes since last edition: Complete replacement of natural sciences laboratories, offices and classrooms with new R.V. Heiser Natural Sciences Complex, opened Fall 2000. New Pritzker Marine Biology Research Education facility under construction, to be opened Spring 2001. New campus entryway opened on US 41, and a new loop road constructed.

E7d. Instructional expenditures, including salaries (1999-2000):

Total instructional expenditure*	\$6,104,799
Average per student	\$9,894
Library expenditure incl. book purchase funds	\$1,012,603
Academic computing expenditure**	\$227,180
Career Center expenditure	\$93,460

* Some instructional expenditures affecting New College students are accounted for outside the New College instructional budget, and thus the figures in the two cells underestimate total and average instructional expenditure.

**Does not include special supplements for equipment and infrastructure upgrades.

- E7e. Total endowment:** \$30 million. Endowments are held on behalf of New College by New College Foundation, Inc., a not-for-profit educational foundation.

F. STUDENT LIFE

F1. Percent of FTIC students and all students enrolled in 2000 who fit the following categories:

	FTIC	All Students
Percent from out of state (exclude internat'l./nonresident aliens)	27%	30%
Men who join fraternities	0	0
Women who join sororities	0	0
In college-owned, -operated, or affiliated housing	99%	69%
Live off-campus or commuting	<1%	31%
Age 25 and older	0%	3%
Average age of students	18	20.3

F1a. Housing status of student body:

	Campus Housing
Percent occupancy by male	35%
Percent occupancy by female	65%
Number of students in campus housing	446

F1b. Selected residential life characteristics:

Years the college guarantees housing	2
Bed spaces	460
Approximate percent of resident students who leave campus on weekends	3-5%
Percent of students who have autos on campus	55-60%
Honor Code	No
Anti-harassment or speech code	Yes
Alcohol permitted to student of legal age	Yes
Dress/hair codes	No
Permission needed for student marriages	No

F2. Student activities offered:

Choral group	<input checked="" type="checkbox"/>	Yearbook	<input checked="" type="checkbox"/>
Band/orchestra*	<input checked="" type="checkbox"/>	Pick-up sports	<input checked="" type="checkbox"/>
Theater/drama	<input checked="" type="checkbox"/>	College Bowl	<input checked="" type="checkbox"/>
Literary magazine	<input checked="" type="checkbox"/>	Dances	<input checked="" type="checkbox"/>
Student newspaper	<input checked="" type="checkbox"/>	Yoga, other forms of relaxation, martial arts, etc	<input checked="" type="checkbox"/>
Student-run film society	<input checked="" type="checkbox"/>	Fitness center with programming	<input checked="" type="checkbox"/>
TV station	<input type="checkbox"/>	Service learning/volunteer opportunities	<input checked="" type="checkbox"/>
Student-run radio station**	<input checked="" type="checkbox"/>		

*Through the Florida West Coast Symphony, for suitably qualified students.

**89.9 FM, under 1/2-watt, non-licensed station under FCC experimental community radio authority.

F2a. Special days or popular campus events (recurring): Alumnae/i Fellow lectures and workshops or mini-courses, Semi-Normal (Spring) Dance, Palm Court Parties (Halloween, Valentine's Day, Graduation, etc.), Coffee Houses (open-mike performance gatherings), Walls (impromptu evening gatherings in Palm Court), Queer Formal, Dance Marathon (benefiting a local charity), student-organized symposia on current issues, Career/Service Learning Networking Fair, New College Day (fall afternoon picnic, symposia, games, performances), BONK (electronic music) Festival, Women's Awareness Month, New College Chamber Singer and Slavic Vocal Ensemble performances, Clothes Line Project, Health Fairs, Lecture/Film Series, Midnight Breakfast.

F3. ROTC: Not offered on campus. Army and Air Force available on the USF at Tampa campus.

F4. Housing:

Coed dorms	<input checked="" type="checkbox"/>	Special housing for disabled ⁺	<input checked="" type="checkbox"/>
Men's dorms	<input type="checkbox"/>	Special housing for internat'l students	<input type="checkbox"/>
Women's dorms	<input type="checkbox"/>	Fraternity/sorority housing	<input type="checkbox"/>
Married student apts.	<input type="checkbox"/>	Cooperative housing	<input type="checkbox"/>
Single student apts.	<input type="checkbox"/>	Other housing options ⁺⁺	<input checked="" type="checkbox"/>

⁺ Handicapped-accessible units available.

⁺⁺ Substance-free housing; interfaith service housing

F4a. Campus access to physically handicapped students:

Percent of campus accessible to handicapped

80%

Percent of dorms accessible

50%

Rating of campus accessibility on 4-point scale

2.5

Access facilities:Wheelchair
ramps
Elevators

✓
✓

Accessible
classrooms*
Special class
scheduling

✓
✓

Special
parking
Accessible
restrooms

✓
✓

*Not all classrooms are accessible. When mobility restricted student registers for a class, class is scheduled for an accessible classroom.

F4b. Services offered for handicapped students: Note-taking services, reading services, tape recorders. Other assistance is considered on a case basis. New College draws upon evaluation and support services available from the University of South Florida in Tampa.

F4c. Counseling services:

Academic

✓

Personal/psychological⁺

✓

Academic remediation

Wellness/fitness

✓

Writing proficiency

✓

Veteran's

✓

Career development

✓

Legal⁺⁺

✓

Job placement

✓

⁺Personal and psychological counseling includes personal counseling and life planning, limited psychotherapy, crisis intervention, assessment, and testing. Counseling staff offer wellness seminars and facilitate student groups concerned with personal growth, development, and lifestyle issues.

⁺⁺Limited to initial consultation; no representation.

F4d. Health services: Nurse practitioner on campus (scheduled days and times); physician available for consultation at off-campus office. General medical care, diagnosis, and referral without charge. X-ray, lab, selected other services at discounted rates. Birth control counseling is available. Health service is **not** required to inform parents about drug, alcohol, or pregnancy problems involving their children. Student health-care fees **do not** cover abortion services.

F4e. New student orientation: 4-day program, facilitated by faculty, staff, and students, that includes mini-classes (presentations of course offerings), conferences with academic advisor, student life presentation, social programs, wellness education. Orientation fee. Optional pre-orientation program available. Separate mandatory fee (need-based fee reductions and waivers available).

F4f. Campus security:

24-hour patrol	✓	Emergency phones	✓
Shuttle buses		Self-defense education	✓
Escort service (night)	✓	Public/personal safety pamphlets	✓
Lighted paths & sidewalks	✓	Vehicle (incl. bicycle) registration	✓
		Campus crime report available	✓

G. ANNUAL EXPENSES**G1. Tuition, fees, and room and board for 2000-2001 academic year:**

Florida resident tuition and fees	\$2,665
Out-of-state tuition and fees	\$11,465
Room and Standard board plan (partial board)*	\$4,877

*Board plan required with room. All amounts rounded to nearest dollar.

G3. Tuition and fee variation by year of study: Senior year tuition and fees are lower based on prior completion of the Independent Study Project requirement.

Florida resident, Senior year	\$2,368
Non-resident, Senior year	\$10,186

G3a. Tuition increase, 1995-96 — 1999-00: 20% in-state; 30% out-of-state.**G5. Estimated expenses for typical student (standard room, standard board plan:**

	Residential	Non-residential	Living at home
Books and supplies*	\$ 700	\$ 700	\$700
Room only**	\$5,041		NA
Board only			
Transportation	\$1,100	\$1,100	NA
Other expenses	\$2,600	\$2,600	NA

*From Office of Financial Aid

**Includes purchase of minimum board with room.

G5a. Estimated total annual student expenses for calculating cost of attendance for financial aid purposes:* Florida resident, \$12,010. Non-resident: \$21,360.

*From Office of Financial Aid

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduate Students

H1. Estimated aid awarded to 2000-2001 degree-seeking students† based upon enrollment reported in the B1 (aid that is non-need-based but that was used to meet need is to be reported in the need-based columns): [Enrollment from B1 is 649 total enrollment; 163 FTIC enrollment.]

	Need-	Non-need-
	\$	\$
Scholarships/Grants		
Federal	349,699	15,000
State*	0	1,202,679
Institutional (endowment, alumni, other inst. awards) & external funds awarded by the college <u>excluding tuition waivers**</u>	90,299	808,000
Scholarships from external sources (Kiwanis, NMSQT, etc.) <u>not awarded by the state or the college/university</u>	0	51,116
Total Scholarships/Grants	439,998	2,076,795
Self-Help		
Student loans, all sources	455,654	457,447
Federal Work Study	110,693	
State & other employment	0	0
Total Self-Help	566,347	457,447
Parent Loans	0	44,100
Tuition waivers	0	163,048
Athletic awards	0	0

NOTE: Some publishers may do a simple calculation with the above dollar amounts and number of recipients in order to calculate average grant award, average load, etc., made to undergraduates.

*Incl. Florida Student Assistance Grant, Bright Futures and antecedents, and other awarded by state to student.

** Incl. New College Foundation, USF National Merit Scholar Award, Freshman Scholar, Black Scholar, Hispanic Scholar, Leadership Award, Admissions Book.

† All New College students except visiting exchange students are full-time, degree-seeking. Visiting students do not receive financial aid of any kind from New College.

H2. Enrolled students receiving financial aid: (Aid that is non-need based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort receiving the dollars reported in H1. Students may be counted in more than one row, and FTICs should also be counted as full-time undergraduates.)

Need-based awards	FTIC	All Students
a) No. degree seeking students (from B1)	163	649
b) No. students from line a who were financial aid applicants (include applicants for all types of aid)	130	317
c) No. students in line b who were determined to have financial need	84	223
d) No. of students in line c who received any financial aid	84	223
e) No. students in line d who received any need-based gift aid	43	159
f) No. students in line d who received any need-based self-help aid	39	131
g) No. students in line d who received any non-need-based gift aid	71	171
h) No. of students in line d whose need was fully met (<u>exclude PLUS loans and private alternative loans</u>)	31	73
i.) On average, the % of need met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	79	75
j) Average financial package of those in line d. Exclude any resources awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$8,724	\$8,893
k) Average need-based gift award of those in line e	\$2,767	\$3,365
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$3,172	\$3,452
m) Average need-based loan (<u>excluding PLUS loans and private alternative loans</u>) of those in line f who received a need-based loan	\$2,602	\$3,063
Non-need-based awards	FTIC	All Students
n) No. of students in line a who had no financial need who received non-need-based aid (<u>exclude those receiving athletic awards and tuition benefits</u>)	37	71
o) Average award to students in line n	\$5,094	\$4,745
p) No. of students in line a who received a non-need-based athletic award	0	0
q) Average non-need-based athletic awards to those in line p	0	0

H2a. Average, minimum, and maximum awards for FTIC who receive financial aid:

	Average	Minimum	Maximum
FTIC award package	\$8,119	\$1,500	\$18,584
Non-need Scholarship/grant	\$4,288	\$1,000	\$15,700
Need-based grant	\$2,767	\$600	\$6,800
Loan	\$4,054	\$140	\$17,480
Work contract	\$1,990	\$375	\$2,500
Other	0	0	0

(Stafford and Perkins)

H2b. Percent of students receiving aid:

Percent of non-need students who receive aid	94
Percent of students receiving need-based aid	29

(Government/institutional)

H2c. Average and median family income and range of family income for students completing the FASA:

Average	Dependent: \$84,788 Independent: \$8,201	Median	\$53,000 \$9,200	Range	\$0-\$303,000 \$0-\$29,311
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H3. Need-analysis methodology used in awarding institutional aid: Federal (FM)**H4. Percent of undergraduate class who graduated between July 1, 1999 and June 20, 2000 and have borrowed through any loan programs (federal, state, subsidized and unsubsidized, private, etc.; exclude parent loans): 52%*****H5. Average per-borrower cumulative undergraduate indebtedness of those in H4: \$16,304***

* Include only students or money borrowed while enrolled at New College.

Aid to Undergraduate International Students**H6. Availability of financial aid for undergraduate international (non-resident alien) students:**

College-administered need-based aid available

☐

No college-administered aid available

☐

College-admin. non-need-based aid available

☒**Awards to international students for the last academic year:**

No. receiving need- or non-need-based aid

3

Total dollar amount awarded

\$8,000

Average dollar amount awarded

\$2,666

Process for FTIC Students**H7. Financial aid forms domestic FTIC financial aid applicants must submit:**

FAFSA

☒

State aid form

☐

USF/New College form

☐

Noncustodial Parent's Statement

☐CSS/Financial Aid
PROFILE☐

Business/Farm Supplement

☐**H8. Financial aid forms international (non-resident alien) FTIC financial aid applicants must submit:**Institutional
form☐Foreign Student's Financial Aid
Application☐CSS/Financial
Aid PROFILE☐Foreign Student's Certification of
Finances☐**H9. Filing dates for FTIC students:** Processing is continuous.**H10. Notification dates for FTIC students:** On or about March 1.**H11. Reply dates and policy:** On or about May 1.

Types of Aid Available**H12. Types of loans available:**

Federal Direct Student Loan Program (DIRECT LOAN)					
Direct Subsidized Stafford Loans			Direct PLUS Loans		
Direct Unsubsidized Stafford Loans					
Federal Family Education Loan Program (FFEL)					
FFEL Subsidized Stafford Loans	✓		Federal Nursing Loans		NA
FFEL Unsubsidized Stafford Loans	✓		State Loans		
FFEL PLUS Loans	✓		College loans from inst. funds	✓	
Federal Perkins Loans	✓				

H13. Types of scholarships and grants available:

Need-based			
Federal Pell	✓	College gift aid from institutional funds	✓
SEOG	✓	United Negro College Fund	
State scholarships/grants	✓	Federal Nursing Scholarship	NA
Private scholarships	✓		

H13a. Tuition prepayment plans offered by the college: The Florida Prepaid College Program, offered to resident families by the State of Florida, provides pre-payment options for tuition and dormitory housing. For information, call 1-800-552-GRAD.

H14. Criteria used in awarding institutional aid:

Non-need	Need-based	Criterion	Non-need	Need-based	Criterion
✓		Academics			Leadership
		Alumni affiliation			Minority status
		Art			Music/drama
		Athletics			Religious affiliation
		Job skills	✓		State/district residency
NA	NA	ROTC	NA		

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

II. Instructional faculty for Fall 2000:

	Full time	Part time	Total
Total instructional faculty	58	0	58
Total who are members of minority groups	5	0	5
Total who are women	25	0	25
Total who are men	33	0	33
Total who are non-resident aliens (international)	0	0	0
Total with doctorate, first professional, or other terminal degree	57	0	57
Total whose highest degree is a master's but not a terminal master's	0	0	0
Total number whose highest degree is a bachelor's	0	0	0
Total number whose highest degree is unknown, or other	1	0	0

IIa. Additional characteristics of instructional faculty and teaching for Fall 2000:

No. in part-time regular (tenured or tenure-earning) positions	0
No. of tenured faculty*	38
No. of adjunct faculty teaching courses during A/Y (excluding those substituting for regular faculty on leave)**	4
Approximate number of courses per semester offered by regular faculty	106
No. of full-time faculty who taught at least one course during fall 1999-00	55
No. of tenured faculty who taught at least one course during fall 1999-00	41
Approximate no. of tutorials per semester taught by regular faculty	507
Approximate no. of courses/semester taught by adjunct faculty (excluding substitute courses covering regular faculty on leave)	6
Percent of regular faculty with earned doctorate or terminal degree in field	98%
Race and ethnicity (regular faculty)	
White (incl. white Hispanic)	3
Black	1
Other minority (Hispanic, Asian, etc.)	1

II2. Student to faculty ratio: 11: 1

* There is no distinction at New College between tenured and non-tenured faculty in number or level of courses taught.
 ** Adjunct faculty are used primarily as temporary replacements for faculty on research leave. A few specialized courses, generally two-three per year (*examples*: Electronic Music, Environmental Law), are taught by adjuncts to supplement the offerings of regular faculty. Alumnae/i Fellows occasionally teach in adjunct capacity.

13. Undergraduate class size:

No. students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class sections ⁺	35	51	30	14	16	2	0	148

No. students	<10	10-19	20-29	30-39	40-49	50-99	100+	Total
Class subsections ⁺	5	2	0	0	0	0	0	7

+Class sections are organized courses meeting in a classroom or similar setting at stated time or times. Distance learning, noncredit classes individual instruction such as tutorials and one-on-one classes, thesis research, music instruction, and tutoring are excluded. Subsections are any subsection of a course, such as a laboratory, recitation, and discussion subsection supplementary in nature and scheduled to meet separately from the lecture [seminar] portion of the course. Same exclusions apply as to class sections.

J. DEGREES CONFERRED

11. Degrees conferred between July 1, 1999 and June 30, 2000 (all degrees are Bachelor of Arts):

Category	% of Degrees Granted*	CIP Categories
Liberal arts/general studies	100%	24
Biological/life sciences	14%	26
English	1%	23
Foreign language and literature	7%	16
Interdisciplinary studies*	29%	30
Mathematics	2%	27
Philosophy, religion	4%	38, 39
Physical sciences	2%	40, 41
Psychology	14%	42
Social sciences and history	21%	45
Visual and performing arts	6%	50

*All New College degrees are registered as CIP category 24. The breakout of these degrees that follows is based on New College area of concentration. In the case of a double major (for example, Anthropology and Biology), the degree is counted twice, once in each category. In the case of an interdisciplinary major (Anthropology/Biology), the degree is classified as Interdisciplinary studies unless both disciplines are within one of the other major categories (for example, Sociology/Economics), in which case it is classified in the major category (Social sciences and history).

K. ALUMNAE/I*

- K1. Graduate schools most often selected by recent graduates:**
- | | |
|-----------------------------|--------------------------------------|
| 1. University of Florida | 3. University of South Florida |
| 2. Florida State University | 4. University of California-Berkeley |
- K2. Other graduate schools frequently selected by recent graduates:**
University of Texas-Austin, University of Wisconsin/Madison, University of Washington, University of Miami.
- K3. Selected major awards (since 1990):** Fulbright — 7. Marshall — 1. Mellon — 1.
- K4. Percent donating to the Alumnae/I Association: F/Y '99 — 17%.**
- K5. Percentage of graduates pursuing study in selected fields, since 1990:**
- | | | |
|-----------------------|--------------|-------------------------|
| Arts & Sciences — 24% | Medical — 5% | Business — 6% |
| Law — 9% | Dental — <1% | Theology — <2% |
| | | Other professional — 8% |
- K6. Percent of all alumnae/i who have gone into:**
- | | | |
|-------------------|-----------------|----------------|
| Professions — 21% | Education — 25% | Military — <1% |
| Business — 23% | Arts — 10% | Other — 16% |
- K7. Selected prominent and/or distinguished alumnae/i, by area of endeavor:**
The Sciences, Education, Scholarship, Religion, Eleemosynary Organizations — **
- Anita Allen, Professor, University of Pennsylvania Law School, authority on family law
 - Donald M. Aronoff, Executive Director, Southern Hills Counseling Center
 - Esther L. Barazzone, President, Chatham College, Pittsburgh, PA
 - Jacques U. Baenziger, Professor of Pathology, Washington University Medical School
 - C. Scott Baker, Molecular Ecologist, University of Aukland
 - Robert W. Baughman, Director, Division of Fundamental Neuroscience and Developmental Disorders, National Institute of Neurological Disorders and Stroke, National Institutes of Health, Bethesda, MD
 - Thomas L. Bell, Senior Research Scientist, Goddard Space Flight Center, NASA
 - Daniel R. Boehmer, President, National Student Loan Clearinghouse
 - James M. Calahan, Professor of English, Indiana University of Pennsylvania
 - Alan Campion, Dow Professor of Chemistry and Biochemistry, U. of Texas, Austin
 - Richard D. Canary, Professor of Mathematics, University of Michigan, Ann Arbor
 - JoLynn Carroll, Research Scientist, Akvaplan-Niva AS (environmental radioactivity and chemistry above the Arctic Circle)
 - Daniel Chambliss, Professor and Chairman, Dept. of Sociology, Hamilton College
 - Luc Cuyvers, writer-producer of documentaries on the sea, Discovery Channel

* This section is not part of the Common Data Set

** **PhD. Productivity:** Over 13% of New College's graduates have earned doctoral degrees, placing New College within the top ten producers of future scholars on a per capita basis ("Ph.D. productivity"). This productivity holds for both men and women graduates.

Because of the more private nature of individual professional practice, this list tends to overlook the many graduates who are engaged in professional practice (attorneys, physicians, psychologists and psychotherapists, architects, etc.) and are eminent in those fields.

- Amy S. Diamond, President, Foundation for the Carolinas
 - David Disend, Vice President for University Relations, Oakland University
 - Gregory Dubois-Felsmann, Rhodes Scholar, physicist, California Inst. of Technology
 - Margee Ensign, Dean, School of International Studies, Univ. of the Pacific
 - James E. Foster, Professor, Dept. of Economics & Business, Vanderbilt University
 - Don Goldberg, Associate Dean of the Faculty, Occidental College
 - Kenneth C. Green, Director, The Campus Computing Project, The National Survey of Computing and Information Technology in American Higher Education; Visiting Scholar, Claremont Graduate School
 - Debra R. Hachen, Rabbi, Congregation B'nai Shalom (Westborough, MA), first daughter & granddaughter of rabbis to become a rabbi
 - Charles H. Hamilton, Director & Chief Operating Officer, The Clark Foundation, NY, NY
 - Paul Hansma, Professor of Physics, Univ. of California, Santa Barbara
 - Leander S. Harding Jr., Rector, St. John's Episcopal Church (Stamford, CT)
 - David P. Hartley, Clinical Director, The Shoals
 - Stanley R. Herwitz, Professor of Biogeography & Earth Science, Clark University
 - Christine A. Hope, Chair, Department of Sociology/Anthropology, College of Charleston
 - Carol Worby Holder, Director of Faculty Development and Professor of English, California State Polytechnic University
 - Deborah A. Howard, President, Companion Animal Protection Society
 - Richard A. Kahn, Professor of Biochemistry, Emory University School of Medicine
 - Bailey D. Kessing, Director, Molecular Evolution Biology Lab, Smithsonian Tropical Research Institute
- Fla. Dennis D. Kezar, Rector, Christ Episcopal Church (Bradenton)
- Timothy A. Kohler, Professor and Chair, Dept. of Anthropology, Washington State University
 - Leslie Koplrow, Director, Therapeutic Nursery, Karen Horney Clinic, NY
 - Jay Lentini, forensic scientist, winner, Forensic Sciences Award, Amer. Society for Testing & Materials
 - Harry M. Liebersohn, Professor of History, University of Illinois
 - Sharon Matola, founder and Director, The Belize Zoo
 - James A. Mercer-Smith, astrophysicist, Los Alamos National Laboratory
 - Randall T. Moon, Associate Investigator, Howard Hughes Medical Institute
 - David C. Moore, Associate Dean, School of Theology, University of the South
 - Michael J. Morgan, Professor, Dept. of Communications, Univ. of Massachusetts - Amherst
 - Mary Jo Neitz, Professor of Sociology, University of Missouri-Columbia
 - Rob A. Phillips, Associate Professor of Medicine, Mt. Sinai School of Medicine
 - Marsha Poll Pitter, Director of Records and Registration, California State University, San Marcos
 - Sharon Landesman Ramey, Director & Professor, Civitan International Research Center (child development), Birmingham, AL
 - Daniel M. Raff, Professor, The Wharton School, University of Pennsylvania
- Fla. Mary Ruiz, Executive Director/CEO, Manatee Glens, non-profit provider of comprehensive mental health services
- Fla. Dennis Saver, MD, Founder, We Care (indigent care clinic), Vero Beach
- David B. Schwartz, writer, psychotherapist
 - Martin A. Schwartz, biomedical researcher, Scripps Research Institute
 - Bryna Siegel, Professor of Psychiatry, Langley Porter Psychiatric Institute and Director of the Pervasive Developmental Disorders Clinic, Univ. of California, San Francisco

- John D. Smillie, Professor of Mathematics, Cornell University
- David L. Smith, Dean of Faculty and Frances Oakley Third Century Professor, Williams College
- Wendy Smith, Interim Vice Provost for Undergraduate Education, Northeastern University
- Thomas N. Sorrel, Professor, Dept. of Chemistry, University of North Carolina
- Lloyd Steffen, University Chaplain, Lehigh University
- Norman P. Stein, Douglas Arant Professor of Law, University of Alabama
- Robert Scott Thompson, emergency medicine physician, Amundsen-Scott Station, South Pole
- William Thurston, mathematician, Fields Medal in Mathematics (1982), American Mathematical Society's Veblen Prize (1976), National Science Foundation's Waterman Prize (1979)
- Paul L. Ukleja, Professor, University of Massachusetts - Dartmouth
- Curtis Worthington, neurosurgeon, writer, and professor

Business, entrepreneurship, law practice (generally limited to partners) —

- Fla. A. Brian Albritton, Attorney, Holland and Knight
- David R. Allen, Principal, Productivity Development Group
- Fla. Robert N. Allen, Attorney, Partner, Allen & Galego
- Christopher J. Arbak, Lead Engineer — Human Factors, McDonnell Douglas Aerospace
 - Christopher M. Arnade, Bond Trader/Analyst, Salomon Brothers
- Fla. John Casella, Attorney, Partner, Macris, Dean, & Caella
- Paul V. Castellitto, Attorney, Partner, Sharp, Green & Lankford
 - Jeffrey Cianci, Executive Director, Warburg Pincus, New York, NY
 - Fay Clayton, Attorney, Partner, Robinson Curley & Clayton P.C.
 - John Cranor, self-employed e-commerce entrepreneur
 - Steven Delamater, owner, Delamor Enterprises (McDonald's Restaurants)
 - William C. Dudley, Senior Economist, Goldman, Sachs & Co.
 - Ron H. Flax-Davidson, Managing Director, International Investment Group
 - Karen I. Fryklund, Principal, Tactics, Inc.
 - Glenn D. Haake, Vice President & General Counsel, Economic Energy Alternatives, Inc.
 - Nancy Flatter Hall, Owner, Maryland Assoc. of Nonprofit Organizations
 - Dianne K. Hederich, Vice President, MBIA Corporation
 - Glenn P. Hendrix, Attorney, Partner, Arnall, Golden & Gregory
 - Cheryl D. Hess, Vice President-Finance, Thoractec Laboratories Corp.
 - James T. Hungelmann, Senior V. P. International, Food Group, J.R. Simplot Co.
 - Bruce A. Hutcheon, President, Synergistic Communications, Inc.
 - Allan Jaworski, Chief Scientist, Loral AeroSys
- Fla. Debra A. Jenks, Attorney, Partner, Boose, Casey
- Steve Kaplan, Attorney, Partner, Arnold & Porter
 - Julian M. Kaplin Jr., Vice President & Ass't. General Counsel, Chemical Bank
 - David B. Land, President, LSW Environmental, Inc.
- Fla. Charlene J. Lenger, founder and Owner, Tropex Plant Leasing
- Seth B. Lipsay, Managing Director, Paine Webber (New York)
 - James J. McDonald, Attorney, Partner, Fisher & Phillips
 - James D. Miller, Attorney, Partner, King and Spaulding
- Fla. Kenneth R. Misemer, Attorney, Partner, Allgood & Misemer
- Fla. Gary J. Montin, President, Environmental Affairs Consulting
- Anna Navarro, Founder and President, Work Transitions

- Sam Patterson, inventor and entrepreneur; co-founder and R & D Director of Sram Corp.; winner, 1996 Entrepreneurship Award, Intellectual Property Owners
 - Lawrence Paulson, Vice President, Public Affairs, Interstate Natural Gas Association
 - Charles F. Raeburn, Attorney, Pfizer Inc.
 - Vicki P. Raeburn, Executive Director, Financial Information Team, PRIMARK Global Information Services
 - Jon Peters, Chief Executive Officer, Epic Productions Inc.
 - Seth M. Reiss, Attorney, Partner, Watanabe, Ing & Kawashima
 - Shanna E. Ratner, founder and Principal. Yellow Wood Associates Inc.
 - Stephen D. Root, Advocate (Israel)
 - Barry J. Sheingold, Vice President, Citizens Power & Light Corp.
 - David M. Silverman, Attorney, Partner, Cole, Raywid & Braverman
 - Fla. David Smolker, Attorney, Partner, Bricklemyer Smolker & Bolves
 - Henry C. Smyth, Vice-President for Latin American Investment, Coutts & Co.
 - Stephen S. Sparks, Attorney, Partner, Bryan Cave LLP
 - Eric P. Stauffer, Attorney, Partner, Preti, Flaherty, Beliveau, Pachio
 - Vivian S. Tseng, General Counsel, Vice President & Secretary, Welch Foods Inc.
 - Thomas R. Todd, Jr., Attorney
 - William R. Westwood, Director, Organization Development, Motorola Corp.
 - Michael J. Winkleman, Vice President/Group Publisher, Faulkner & Gray Adweek
 - Fla. Norman Worthington, founder, Infresca; co-founder, Software Toolworks
 - L. David Zube, Attorney, Partner, Griffin, Zube & Chariff
- The arts, journalism & media —**
- Alan Berlow, investigative writer
 - Joshua Breakstone, jazz guitarist, recording artist
 - Charles S. Brooks, Producer, CBS News
 - Ann M. Burget, Manager of Digital Broadcast Development, Corporation for Public Broadcasting
 - Paul Cebal, R&B musician, composer, recording artist (The Milwaukeeans)
 - Fla. Rita Ciresi, writer, winner of the Flannery O'Connor Award for Short fiction
 - José Diaz-Balart, former co-anchor, CBS-TV Morning News
 - Carol Flint, Executive Co-producer, *ER* television series; scriptwriter
 - Fla. Stephen R. Nohlgren, Reporter, The St. Petersburg Times
 - Candace Reffe, poet
 - Nancy Phillips, Reporter, The Philadelphia Inquirer
 - Deane L. Root, Curator, Stephen Foster Memorial, University of Pittsburgh
 - Luke Salisbury, novelist and Professor, Bunker Hill Community College
 - Marc E. Silverman, Professor and Chairman, Dept. of Piano, Manhattan School of Music; concert pianist
 - Alexis Simendinger, White House Correspondent, The National Journal
 - Vincent Koloski, neon sculptor, San Francisco
 - Karen Volkman, poet and educator; 1995 National Poetry Series selection
 - Jay P. White, poet
- Politics and Government —**
- Fla. Emmy C. Acton, County Attorney, Hillsborough Co., Fla. (Tampa); Fellow, American Bar Foundation; Ethics in Government Award, Fla. Association of County Attorneys
 - Jeanne Bojarski, 1996 Libertarian Party candidate for Lt. Gov., Missouri ('92 cand., U.S. Senate)

- Thomas M. Corwin, Director of Elementary , Secondary & Vocational Analysis-Budget, U.S. Dept. of Education
- Fla. Lincoln Diaz-Balart, US Congressman (R - FL)
- John D. Dohrmann, Director of Planning, Puget Sound Water Quality Authority
- Fla. Teri L. Donaldson, Prosecutor, U.S. Attorney's Office, Tampa
- Stephen Duprey, New Hampshire State Republican Party Chairman (former)
- George Finkle, Judge, King Co. (Seattle, WA) Superior Court
- Montgomery K. Fisher, Assistant Counsel to the Inspector General, Nat'l. Science Foundation
- Fla. Joan Fowler, Chief of Criminal Law, Attorney General's Office (W. Palm Beach)
- Fla. Stephan P. Henley, Director, Juvenile Justice, Florida Center for Children
- Janet C. Heyl, Associate General Counsel, Potomac Capital /Investment Co.
- Fla. Dale Hickam, Deputy Staff Director, Budget Committee, Florida Senate
- Terence J. Hoopes, pension law specialist, Office of Policy & Legislative Analysis, U.S. Dep't. of Labor
- Michele D. Hotten, Associate Judge, District Court, Prince George Co., MD
- Rojer J. Klurfeld, Assistant Director, Office of Hearings & Appeals, U.S. Dep't. of Energy
- Fla. Jo Ann Levin, Deputy General Counsel, Florida Legislature
- Stuart D. Levitan, Labor Mediator/Arbitrator, Wisconsin Employment Relations Committee
- Fla. Jonathan Miller, Chairman, Myakka River Management Coordinating Council; Vice Chair, Southwest Florida Regional Greenways Task Force; member, Myakka River Planning Advisory Board and Sarasota Multi-Stakeholders Group
- Fla. Julie Morris, Commissioner, Florida Game and Fresh Water Fish Commission (Governor's appointee); President, Myakka Valley Conservancy, Inc.
- Fla. Richard F. Ogburn, Principal Planner, South Florida Regional Planning Council
- Fla. Tatjana Ostapoff, Assistant Public Defender (W. Palm Beach)
- Lori A. Shoemaker, Attorney, Foreign Service, U.S. Dept. of State
- Fla. Adam Tebrugge, Assistant Public Defender (Sarasota)
- Madeline Snow Typadis, Assistant Commissioner, Massachusetts Dept. of Environmental Protection
- Wendell P. Wagner Jr., mathematician, U.S. Department of Defense
- Fla. Nicholas A. Whittle, Hillsborough County Public Defender
- Alyson R. Woodworth, Assistant Corporate Counsel, City of Boston
- Selected prominent minority alumnae/i, with title and/or field of endeavor —**
- Anita Allen, Professor, University of Pennsylvania Law School, authority on family law
- Fla. Lincoln Diaz-Balart, US Congressman (R - FL)
- Marguerite E. Bryan, President, Bryan & Associates, New Orleans, consultants
- Michele D. Hotten, Associate Judge, Prince George Co., MD
- David L. Smith, Dean of Faculty and Frances Oakley Third Century Professor, Williams College
- Special merit —**
- Fla. Cindy Gettinger, 4-time Gold Medalist, 1988 Paralympics, Seoul, Korea: Women's 50-meter breaststroke, 50-meter backstroke, 25-meter butterfly, and 50-meter free-style,. Inducted, Walk-of-Fame at St.Petersburg (Fla.) Thunderdome; awards from National and International Jaycees; numerous other awards for humanitarian and civic service and athletic achievement

1. The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. It highlights the need for a comprehensive theoretical framework that can account for the complex interactions between various factors. The authors argue that a purely descriptive approach is insufficient and that a more mechanistic understanding is required to develop effective interventions.

2. The second part of the paper presents a detailed analysis of the data collected from the study. It shows that the observed patterns are consistent with the theoretical predictions, providing strong support for the proposed model. The authors also discuss the limitations of the current study and suggest directions for future research to further refine the model and test its generalizability.

3. The third part of the paper focuses on the practical implications of the findings. It emphasizes the need for a multi-level approach that addresses both individual and systemic factors. The authors propose several strategies for implementing these findings in practice, such as targeted interventions and policy changes. They also discuss the potential challenges and barriers to implementation and offer suggestions for overcoming them.

4. The final part of the paper provides a conclusion and a summary of the key findings. It reiterates the importance of understanding the underlying mechanisms and the need for a comprehensive theoretical framework. The authors also express their confidence in the proposed model and its potential to inform practice and policy.