

NEW COLLEGE OF FLORIDA

2022-2023 FACT BOOK

Office of Institutional Research & Assessment

The New College of Florida Fact Book presents current enrollment, admission, financial aid, fiscal resources and the academic program at the eleventh member institution of the State University System of Florida.





THE 2021-2022 FACT BOOK contains information and statistics on institutional enrollment, student characteristics, admissions policies, academic offerings, faculty and class size, fiscal resources, personnel, library resources, and physical facilities. The purpose of the book is to provide the New College community with facts about the College.

The information can be used by those responsible for public presentations and reporting about New College. The backbone of the Fact Book follows the format and definitions established by the Common Data Set widely used by college guide publishers for gathering data on undergraduate education. By standardizing the definition of key terms, the Common Data Set helps ensure that data will be comparable across institutions. Additional tables and figures which are not part of the Common Data Set are also included to provide more comprehensive information.

This book was prepared by the Office of Institutional Research & Assessment with information contributed by many New College offices. We would like to recognize the Office of Enrollment Management, the Office of the Registrar, the Business Office, Cook Library, the Office of Communications and Marketing, Student Affairs, Human Resources, and Facilities and Construction for their data and assistance.

This year's Fact Book is available online on the New College of Florida website at ncf.edu/ira. If you would like a printed copy, it can be downloaded from the website and printed for reference. We would like to encourage you to contact us with any questions and feel free to send us your comments and suggestions for improving future editions.

Learn more at ncf.edu/ira.

Office of Institutional Research & Assessment

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PUBLISHED SOURCES ON NEW COLLEGE OF FLORIDA

Unless otherwise noted, the web address for the sources listed below is www.ncf.edu, and the mailing address is 5800 Bay Shore Road, Sarasota, Florida, 34243.

ANNUAL REPORT

Financial audit report for the relevant fiscal year from New College and the New College Foundation

Available on the web at www.ncf.edu/departments/finance and from: Office of Vice President for Finance & Administration, Cook Hall, 941-487-4444

COURSE DESCRIPTIONS AND CLASS SCHEDULE (BY SEMESTER)

Current course offerings.

Available on the web at www.ncf.edu/departments/registrar/class-schedule-registration/ and from: Office of the Registrar, Palmer Building D, 941-487-4230

GENERAL CATALOG

Academic program and graduation requirements, descriptions of areas of concentration (majors), academic regulations, faculty and staff, other institutional information.

Available on the web at www.ncf.edu/general-catalog and from: Office of the Provost and Vice President for Academic Affairs, Cook Hall, 941-487-4200

INSTITUTIONAL PLANS AND REPORTS

Institution documents for planning and reporting that include the annual accountability plans, equity reports, NCF strategic plan, campus master plan, and capital improvement plan.

Available on the web at www.ncf.edu/departments/office-of-the-president and from: Office of the President, Cook Hall, 941-487-4100

NEW COLLEGE NEWS

The online home for stories about our campus community, press releases, and important announcements.

Available on the web at www.ncf.edu/news and from: Office of Communications & Marketing, 941-487-4157

NIMB.E

The New College alumni e-newsletter published by the New College Foundation featuring alumni and campus news.

Available from the New College Foundation, The Keating Center, 941-487-4800

STUDENT PUBLICATIONS

The Catalyst is a student newspaper organized as an academic tutorial under faculty sponsorship and funded by the New College Student Alliance.

The Tangent is a bi-weekly magazine publication produced alternatively in place of the Catalyst on a rotating basis.



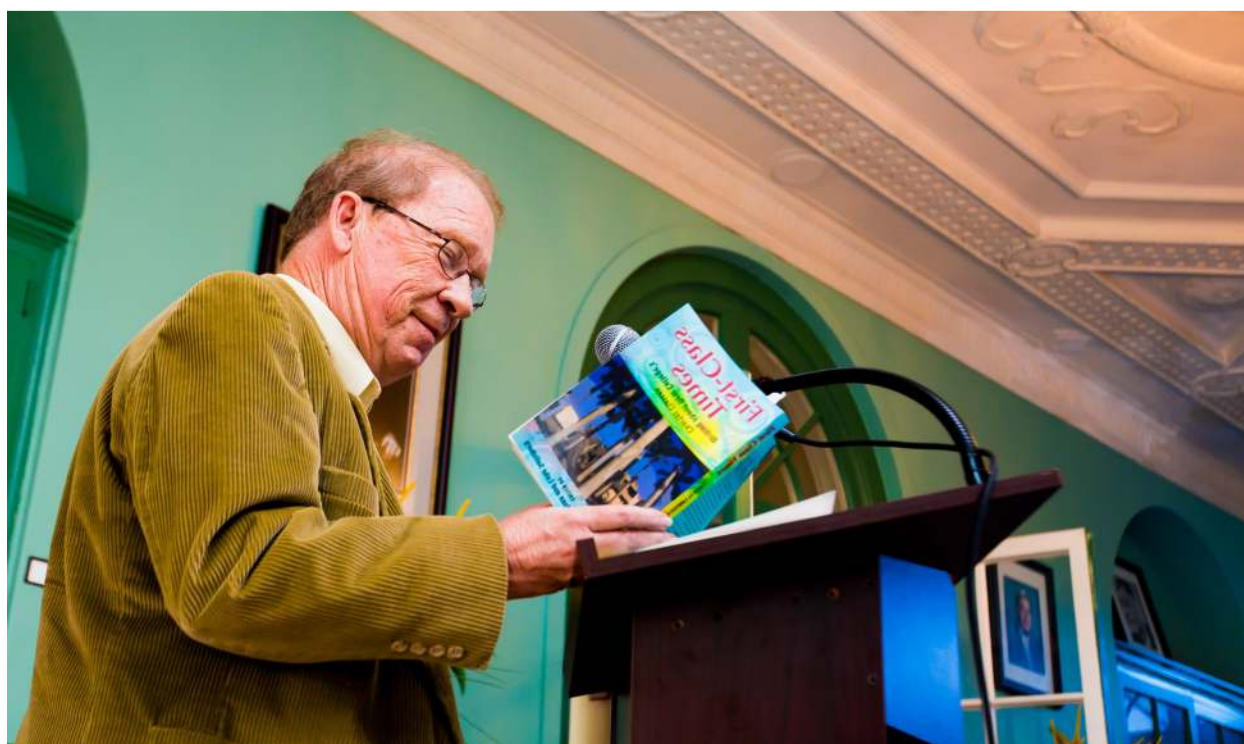
PUBLISHED SOURCES ON NEW COLLEGE OF FLORIDA

Both publications are available at: nfcatalyst.com, or can be received from the Catalyst editors at nfcatalyst@gmail.com or Professor Maria Vesperi, tutorial sponsor, at mvesperi@ncf.edu

VIEWBOOK AND OTHER ADMISSIONS MATERIALS

Illustrated descriptions of New College for prospective students, including admission requirements, academics, faculty, concentrations, student life, student profiles, financial aid, and fast facts.

Available on the web at www.ncf.edu/admissions/for-counselors/ and from Office of Admissions, Robertson Hall, 941-487-5000



ACCREDITATION

New College of Florida is accredited by the *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)* to award associate, baccalaureate, and masters degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels.

Questions about the accreditation of New College of Florida may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

A. GENERAL INFORMATION



A1. ADDRESS INFORMATION:

New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243
Main Phone: 941-487-5000
New College Web Site: www.ncf.edu

MAIN CONTACTS:

Admissions and Financial Aid: 941-487-5000
Communications & Marketing: 941-487-4157
Institutional Research and Assessment: 941-487-4601
President's Office: 941-487-4100
Provost's Office: 941-487-4200
Registrar: 941-487-4230
Student Affairs: 941-487-4259

ADMISSIONS INFORMATION:

Phone: 941-487-5000
Fax: 941-487-5001
Email: admissions@ncf.edu
Apply online at www.ncf.edu/departments/admissions

A2. SOURCE OF INSTITUTIONAL CONTROL:

Public

A3. CLASSIFICATION:

Residential, coeducational liberal arts college

*A3A. CARNEGIE CLASSIFICATION:

New College is classified by the Carnegie Classification of Institutions of Higher Education as a Baccalaureate College-Arts & Sciences (Bac/A&S).

A4. ACADEMIC YEAR CALENDAR:

4-1-4

A5. DEGREES OFFERED:

Certificate, Associate of Arts, Bachelor of Arts, Master of Science

B. ENROLLMENT AND PERSISTENCE



B1. INSTITUTIONAL ENROLLMENT:

ENROLLMENT	FULL-TIME			PART-TIME		
UNDERGRADUATES	MEN	WOMEN	ANOTHER GENDER	MEN	WOMEN	ANOTHER GENDER
Degree-seeking, first-time, first-year	51	137	0	0	0	0
Other first-year, degree-seeking	20	30	0	0	0	0
All other degree-seeking	137	286	0	6	2	0
Total degree-seeking	208	453	0	6	2	0
All other undergraduates enrolled in credit courses	0	0	0	0	0	0
Total undergraduates	208	453	0	6	2	0
FIRST-PROFESSIONAL	MEN	WOMEN	ANOTHER GENDER	MEN	WOMEN	ANOTHER GENDER
First-time, first-professional students	0	0	0	0	0	0
All other first-professionals	0	0	0	0	0	0
Total first-professional	0	0	0	0	0	0
GRADUATE	MEN	WOMEN	ANOTHER GENDER	MEN	WOMEN	ANOTHER GENDER
Degree-seeking, first-time	8	3	0	0	0	0
All other degree-seeking	5	4	0	0	0	0
All other graduates enrolled in credit courses	0	0	0	0	0	0
Total graduate	13	7	0	0	0	0
Total all undergraduates						669
Total all graduate and professional students						20
Grand Total All Students						689

*B1a. TOTAL TRANSFER UNDERGRADUATE STUDENTS:

124 (19% of total undergraduates)

*B1b. FLORIDA RESIDENTS FOR TUITION PURPOSES:

ENROLLMENT	FLORIDA		NON-FLORIDA		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
Degree-seeking, first-time, first-year	154	82%	34	18%	188
Other first-year, degree-seeking	35	70%	15	30%	50
All other degree-seeking undergraduates	371	86%	60	14%	431
Graduate students	16	80%	4	20%	20
Total	576	84%	113	16%	689

***B1c. 2021-2022 UNDUPLICATED HEADCOUNT (INCLUDES SPRING TERM):**

663 undergraduate students

27 graduate students

690 total students

B2. ENROLLMENT BY RACIAL/ETHNIC CATEGORY (UNDERGRADUATES AND GRADUATES):

RACIAL ETHNIC CATEGORY	DEGREE SEEKING FIRST-TIME FIRST-YEAR		TRANSFER STUDENTS FIRST-TIME		DEGREE SEEKING UNDER- GRADUATES (INCLUDES FIRST-TIME FIRST-YEAR)		TOTAL GRADUATES (BOTH DEGREE AND NON-DEGREE SEEKING)		GRAND TOTAL	
	NUMBER	PERCENT	NUM- BER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Nonresidents	7	3.7%	3	4.9%	24	3.6%	2	10.0%	26	3.8%
Hispanic/Latino	31	16.5%	11	18.0%	114	17.0%	2	10.0%	116	16.8%
Amer. Indian/Nat. Alaskan	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	7	3.7%	3	4.9%	28	4.2%	4	20.0%	32	4.6%
Black or African American	7	3.7%	1	1.6%	27	4.0%	0	0.0%	27	3.9%
Hawaiian/Pacific Isle	0	0.0%	1	1.6%	1	0.1%	0	0.0%	1	0.1%
White	125	66.5%	39	63.9%	432	64.6%	9	45.0%	441	64.0%
Two or more races	10	5.3%	3	4.9%	35	5.2%	3	15.0%	38	5.5%
Race and/or Ethnicity Unknown	1	0.5%	0	0.0%	8	1.2%	0	0.0%	8	1.2%
Total	188	100%	61	100%	669	100%	20	100%	689	100%

***B2a. UNDERGRADUATE STUDENTS BY AGE:**

AGE GROUP	FIRST-TIME, FIRST-YEAR STUDENTS		ALL UNDERGRADUATE STUDENTS		GRADUATE STUDENTS		ALL STUDENTS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
<16	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16-21	187	99.5%	537	80.3%	0	0.0%	537	77.9%
22-24	1	0.5%	97	14.5%	4	20.0%	101	14.7%
25-29	0	0.0%	20	3.0%	9	45.0%	29	4.2%
30-34	0	0.0%	10	1.5%	2	10.0%	12	1.7%
35-39	0	0.0%	1	0.1%	4	20.0%	5	0.7%
40-49	0	0.0%	2	0.3%	1	5.0%	3	0.4%
>50	0	0.0%	2	0.3%	0	0.0%	2	0.3%

***B2b. AVERAGE AGE OF STUDENTS:**

First-time, first-year students	18
All undergraduate students	21
All graduate students	29
All students	21



***B2c. UNDERGRADUATE ENROLLMENT BY FLORIDA COUNTY OF RESIDENCE¹:**

COUNTY	FIRST-TIME, FIRST-YEAR STUDENTS	% OF FIRST-TIME, FIRST-YEAR STUDENTS	ALL UNDERGRADUATES	% OF ALL UNDERGRADUATES
Florida	156	83.0%	541	80.9%
1 Alachua	6	3.2%	20	3.0%
2 Bay	1	0.5%	1	0.1%
3 Brevard	5	2.7%	9	1.3%
4 Baker	0	0.0%	1	0.1%
5 Broward	11	5.9%	35	5.2%
6 Charlotte	0	0.0%	5	0.7%
7 Citrus	5	2.7%	7	1.0%
8 Clay	0	0.0%	4	0.6%
9 Collier	3	1.6%	8	1.2%
10 Columbia	0	0.0%	1	0.1%
11 Dade	16	8.5%	46	6.9%
12 Duval	6	3.2%	19	2.8%
13 Escambia	1	0.5%	3	0.4%
14 Gadsen	0	0.0%	1	0.1%
15 Hendry	1	0.5%	1	0.1%
16 Highlands	0	0.0%	1	0.1%
17 Hernando	0	0.0%	4	0.6%
18 Hillsborough	11	5.9%	41	6.1%
19 Indian River	0	0.0%	2	0.3%
20 Jefferson	0	0.0%	1	0.1%
21 Lake	2	1.1%	4	0.6%
22 Lee	2	1.1%	9	1.3%
23 Leon	5	2.7%	14	2.1%
24 Manatee	7	3.7%	47	7.0%
25 Marion	1	0.5%	5	0.7%
26 Martin	0	0.0%	1	0.1%
27 Monroe	0	0.0%	1	0.1%
28 Nassau	0	0.0%	1	0.1%
29 Okaloosa	0	0.0%	2	0.3%
30 Orange	4	2.1%	24	3.6%
31 Osceola	4	2.1%	10	1.5%
32 Palm Beach	8	4.3%	17	2.5%
33 Pasco	4	2.1%	11	1.6%
34 Pinellas	11	5.9%	31	4.6%
35 Polk	4	2.1%	14	2.1%
36 Santa Rosa	0	0.0%	1	0%
37 Sarasota	26	13.8%	111	16.6%
38 Seminole	6	3.2%	12	1.8%
39 St. Johns	1	0.5%	3	0.4%
40 St. Lucie	0	0.0%	1	0.1%
41 Sumter	0	0.0%	1	0.1%
42 Union	0	0.0%	1	0.1%
43 Volusia	5	2.7%	9	1.3%
44 Walton	0	0.0%	1	0.0%
Non-Florida	29	15.4%	114	17.0%
Non-USA	3	1.6%	14	2.1%
Total	188	100%	699	100%

Note: ¹ Based on students' county of residence at time of admission.

***B2d. UNDERGRADUATE ENROLLMENT BY U.S. COLLEGE BOARD REGION¹:**

U.S. COLLEGE BOARD REGION	FIRST TIME, FIRST-YEAR STUDENTS	PERCENT OF FIRST-TIME STUDENTS	ALL UNDER- GRADUATE STUDENTS	PERCENT OF UNDER GRADUATE STUDENTS
New England (Northeast)—ME, VT, NH, MA, CT, RI	6	3.2%	14	2.1%
Middle States (Middle Atlantic)—NY, PA, NJ, DE, MD, DC	8	4.3%	31	4.6%
South excluding FL – AL, GA, KY, LA, MS, NC, SC, TN, VA	4	2.1%	22	3.3%
Florida	156	83.0%	541	80.9%
Midwest—MI, OH, WV, IN, IL, WI, MN, IA, MO, KS, NE, SD, ND	8	4.3%	26	3.9%
Southwest—TX, NM, OK, AR	2	1.1%	11	1.6%
West—MT, ID, WY, WA, OR, CA, NV, UT, CO, AZ, HI, AK	1	0.5%	10	1.5%
Non-USA	3	1.6%	14	2.1%
Total	188	100%	669	100%

*New College represents students from 34 different states (Including DC)
Note: ¹ Based upon students' state of residence at time of admission.*



***B2e. INTERNATIONAL UNDERGRADUATE STUDENTS BY COUNTRY OF ORIGIN¹:**

COUNTRY OF ORIGIN	FIRST-TIME FIRST- YEAR STUDENTS	ALL UNDERGRADUATES	COUNTRY OF ORIGIN	FIRST-TIME FIRST- YEAR STUDENTS	ALL UNDERGRADUATES
Afghanistan	0	1	India	0	1
Belarus	0	1	Italy	1	1
Brazil	0	1	Mexico	0	2
Canada	0	1	Pakistan	1	2
Columbia	1	3	Syria	0	1
France	0	1	Tunisia	0	1
Georgia	1	1	Turkey	1	4
Hungary	1	1	Venezuela	1	3
Total international undergraduate students					25
Total number of countries (undergraduates)					16
Total number of countries (undergraduates and graduates)					17
International students as percent of student body					2.5%

Note: ¹ Include students who have permanent residency or different types of visa.

B3. NUMBER OF BACHELOR'S DEGREES AWARDED FROM JULY 1, 2021 TO JUNE 30, 2022:
156

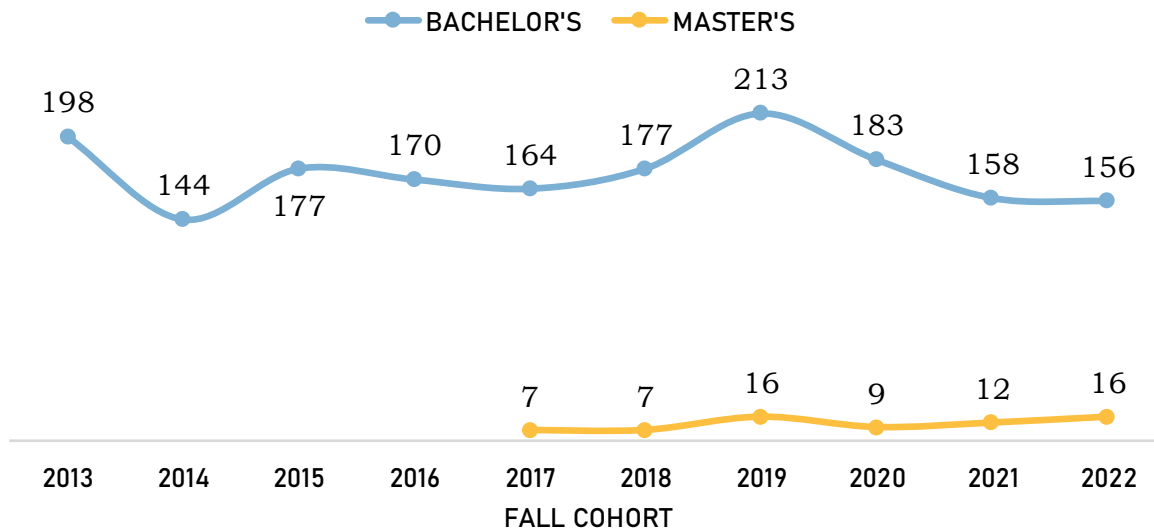
NUMBER OF MASTER'S DEGREES AWARDED FROM JULY 1, 2021 TO JUNE 30, 2022:
16

***B3a. STUDENTS AWARDED DEGREES BY GENDER AND RACIAL/ETHNIC CATEGORY:**

BACHELOR DEGREES						
RACIAL/ETHNIC CATEGORY	MEN		WOMEN		TOTAL BACHELOR'S	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Nonresidents	3	6.8%	0	0.0%	3	1.9%
Hispanic/Latino	8	18.2%	26	23.2%	34	21.8%
Amer. Indian/Nat. Alaskan	0	0.0%	0	0.0%	0	0.0%
Asian	1	2.3%	4	3.6%	5	3.2%
Black or African American	1	2.3%	5	4.5%	6	3.8%
Hawaiian/Pacific Isle	0	0.0%	0	0.0%	0	0.0%
White	31	70.5%	70	62.5%	101	64.7%
Two or more races	0	0.0%	7	6.3%	7	4.5%
Race and/or Ethnicity Unknown	0	0.0%	0	0.0%	0	0.0%
Total	44	100%	112	100%	156	100%

MASTER DEGREES						
RACIAL/ETHNIC CATEGORY	MEN		WOMEN		TOTAL MASTER'S	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Nonresidents	0	0.0%	1	16.7%	1	6.3%
Hispanic/Latino	0	0.0%	0	0.0%	0	0.0%
Amer. Indian/Nat. Alaskan	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%
Black or African American	0	0.0%	1	16.7%	1	6.3%
Hawaiian/Pacific Isle	0	0.0%	0	0.0%	0	0.0%
White	10	100.0%	3	50.0%	13	81.3%
Two or more races	0	0.0%	1	16.7%	1	6.3%
Race and/or Ethnicity Unknown	0	0.0%	0	0.0%	0	0.0%
Total	10	100%	6	100%	16	100%

***B3b. NUMBER OF DEGREES 2013-2022:**





B4-11. Undergraduate Graduation Rates

B4.	Initial 2016 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	231
B5.	Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	1
B6.	Final 2016 cohort, after adjusting for allowable exclusions (subtract question B5 from question B4):	230
B7.	Of the initial 2016 cohort, how many completed the program in four years or less (by August 31, 2021):	124
* B7A	Four-year graduation rate for 2016 cohort (question B7 divided by question B6):	54%
B8.	Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2019 and by August 31, 2020):	18
B9.	Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2020 and by August 31, 2021):	2
B10.	Total graduating within six years (sum of questions B7, B8, and B9):	144
B11.	Six-year graduation rate for 2016 cohort (question B10 divided by question B6):	63%

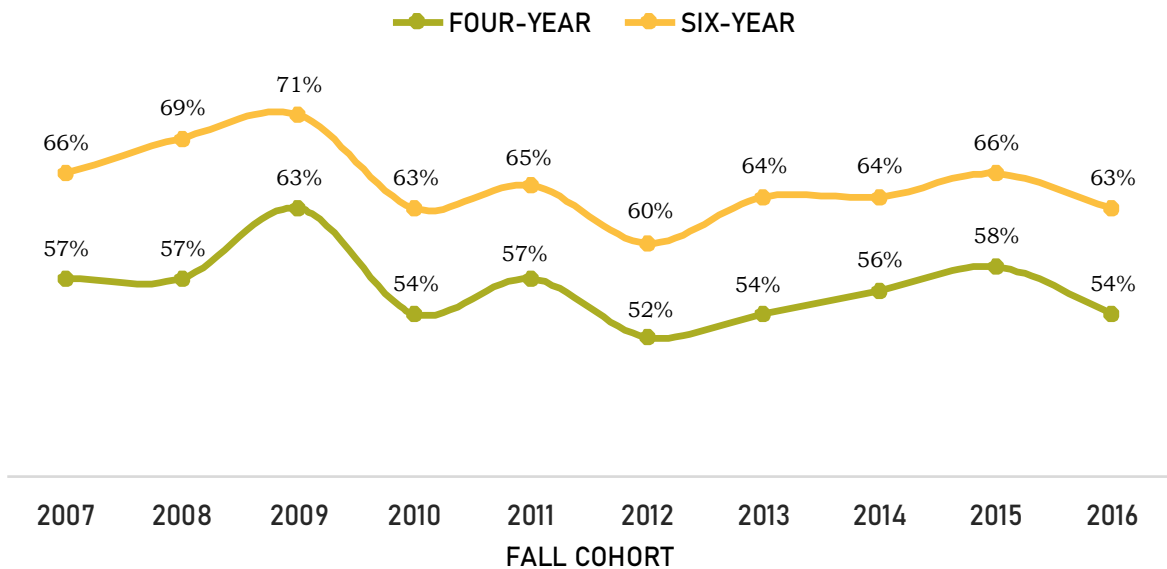
***B11a. INCOME-BASED GRADUATION RATES**

	PELL GRANT RECIPIENTS	STAFFORD LOAN RECIPIENTS WHO DID NOT RECEIVE PELL GRANT	STUDENTS WHO DID NOT RECEIVE PELL GRANT NOR STAFFORD LOAN
Initial 2016 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students:	68	23	140
Total allowable exclusions:	0	0	1
Final adjusted 2016 cohort:	68	23	139
Total graduating in four years or less:	32	15	77
Total graduating in more than four years but in five years or less:	7	1	10
Total graduating in more than five years but in six years or less:	0	0	2
Total graduating within six years:	39	16	89
Six-year graduation rate for 2016 cohort:	57%	70%	64%

***B11b. FIRST-TIME, FULL-TIME STUDENTS FOUR-YEAR AND SIX-YEAR GRADUATION RATES:**

COHORT YEAR	TOTAL FTICS ADMITTED	NUMBER FTICS GRADUATED WITHIN 4 YEARS	PERCENT FTICS GRADUATED WITHIN 4 YEARS	NUMBER FTICS GRADUATED WITHIN 6 YEARS	PERCENT FTICS GRADUATED WITHIN 6 YEARS
2007	202	115	57%	133	66%
2008	222	127	57%	154	69%
2009	217	137	63%	153	71%
2010	183	98	54%	116	63%
2011	237	135	57%	153	65%
2012	223	117	52%	134	60%
2013	222	119	54%	141	64%
2014	235	131	56%	150	64%
2015	261	151	58%	173	66%
2016	230	124	54%	144	63%

***B11c. FIRST-TIME, FULL-TIME STUDENTS FOUR-YEAR AND SIX-YEAR GRADUATION RATES:**



B12 TO B21. NOT APPLICABLE.

B12 to B21 are reserved for Two-Year Institutions

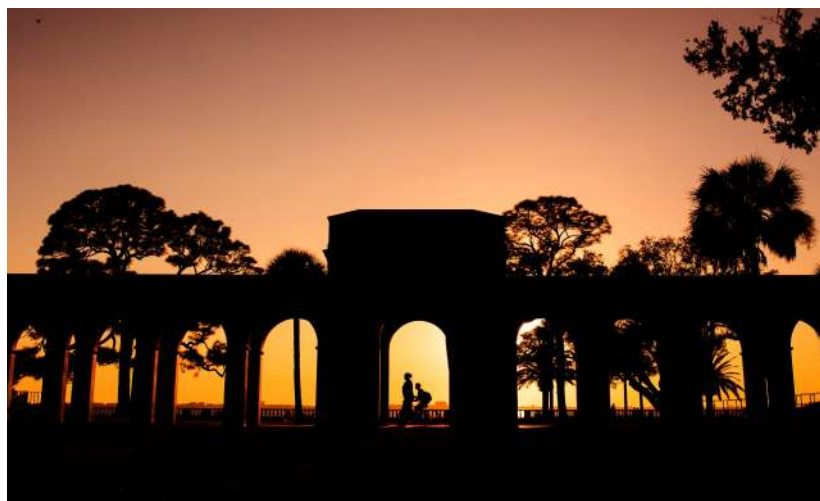


B22. PERCENT OF FALL 2021 ENTERING FIRST-TIME BACHELOR'S DEGREE SEEKING UNDERGRADUATE STUDENTS WHO ENROLLED IN FALL 2022:

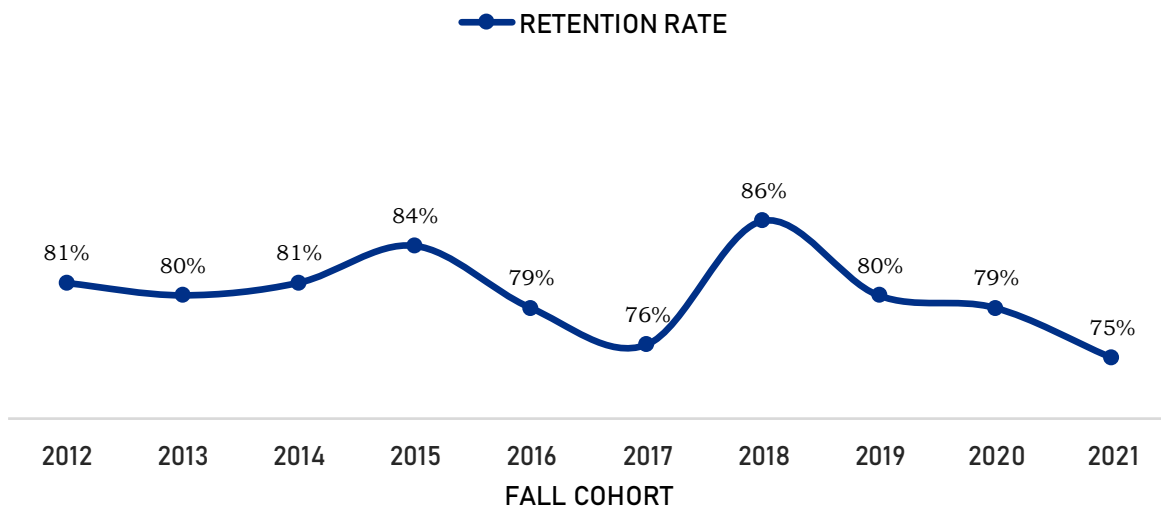
75%

***B22a. FIRST-TIME, FULL-TIME UNDERGRADUATE STUDENTS FIRST-YEAR RETENTION RATES:**

ENTERING FALL TERM	ENTERING FIRST-TIME FULL-TIME COHORT	RETAINED IN THE SUBSEQUENT FALL TERM	FIRST-YEAR RETENTION RATE
Fall 2012	223	181	81%
Fall 2013	222	177	80%
Fall 2014	235	190	81%
Fall 2015	261	220	84%
Fall 2016	231	182	79%
Fall 2017	199	151	76%
Fall 2018	192	165	86%
Fall 2019	147	118	80%
Fall 2020	156	123	79%
Fall 2021	160	120	75%



***B22b. FIRST-TIME, FULL-TIME UNDERGRADUATE STUDENTS FIRST-YEAR RETENTION RATES 2012-2022:**

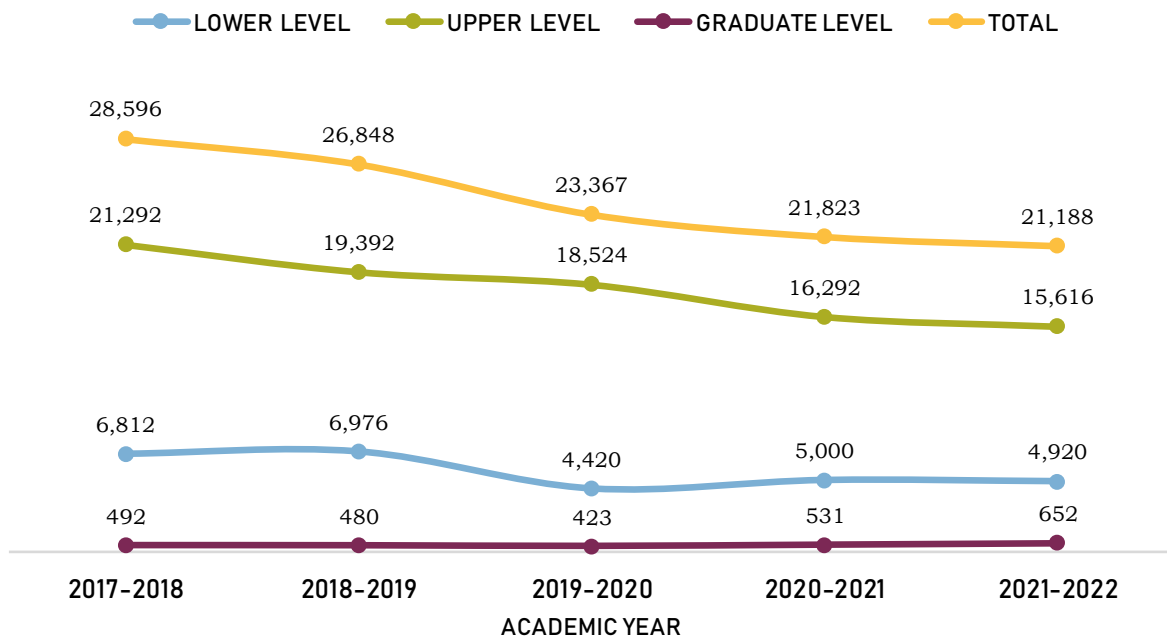


***B23a. ANNUAL STUDENT CREDIT HOURS 2017-2018 TO 2021-2022:**

TERM	STATE-FUNDABLE STUDENT CREDIT HOURS				NON-STATE-FUNDABLE STUDENT CREDIT HOURS				TOTAL STUDENT CREDIT HOURS			
	Lower Level	Upper Level	Grad. Level	Total	Lower Level	Upper Level	Grad. Level	Total	Lower Level	Upper Level	Grad. Level	Total
Academic Year 2021-2022												
Summer 2021	-	16	-	16	-	-	-	-	-	16	-	16
Fall 2021	3,004	8,428	273	11,705	76	80	156	312	3,080	8,508	429	12,017
Spring 2022	1,808	7,076	159	9,043	32	32	64	128	1,840	7,108	223	9,171
Total	4,812	15,520	432	20,764	108	112	220	440	4,920	15,616	652	21,188
Academic Year 2020-2021												
Fall 2020	3,040	8,964	306	12,310	72	24	0	96	3,112	8,988	306	12,406
Spring 2021	1,856	7,256	225	9,337	32	48	0	80	1,888	7,304	225	9,417
Total	4,896	16,220	531	21,647	104	72	0	176	5,000	16,292	531	21,823
Academic Year 2019-2020												
Fall 2019	2,940	10,116	252	13,308	56	20	0	76	2,996	10,136	252	13,384
Spring 2020	1,392	8,372	171	9,935	32	16	0	48	1,424	8,388	171	9,983
Total	4,332	18,488	423	23,243	88	36	0	124	4,420	18,524	423	23,367
Academic Year 2018-2019												
Fall 2018	3,944	11,152	297	15,393	40	16	0	56	3,984	11,168	297	15,449
Spring 2019	2,960	8,212	183	11,355	32	12	0	44	2,992	8,224	183	11,399
Total	6,904	19,364	480	26,748	72	28	0	100	6,976	19,392	480	26,848
Academic Year 2017-2018												
Fall 2017	4,168	11,596	267	16,031	20	108	0	128	4,188	11,704	267	16,159
Spring 2018	2,624	9,520	225	12,369	0	68	0	68	2,624	9,588	225	12,437
Total	6,792	21,116	492	28,400	20	176	0	196	6,812	21,292	492	28,596

***B23b. TOTAL ANNUAL STUDENT CREDIT HOURS:**

21,188

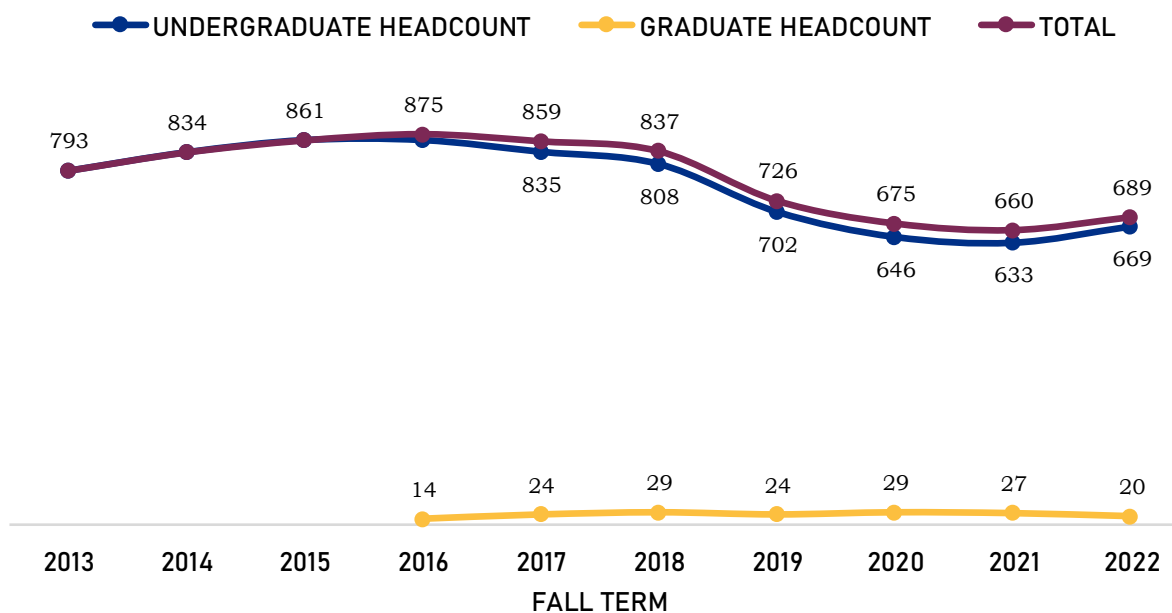


***B23c. ANNUAL FULL-TIME EQUIVALENT¹ ENROLLMENT 2017-2018 TO 2021-2022 (FTE):**

Academic Year	STATE-FUNDABLE FTE ENROLLMENT				NON-STATE-FUNDABLE FTE ENROLLMENT			TOTAL FTE ENROLLMENT			
	Lower Level	Upper Level	Grad. Level	Total	Lower Level	Upper Level	Total	Lower Level	Upper Level	Grad. Level	Total
2021-2022	160	517	18	696	4	4	17	164	521	27	712
2020-2021	163	541	22	726	3	2	6	167	543	22	732
2019-2020	144	616	18	778	3	1	4	147	617	18	782
2018-2019	230	645	20	896	2	1	3	233	646	20	899
2017-2018	226	704	21	951	1	6	7	227	710	21	957

Note: ¹ 1 annual undergraduate FTE = 30 student credit hours. 1 annual graduate FTE = 24 student credit hours (IPEDS calculation of FTE students). FTEs are rounded to the nearest whole number.

***B24. FALL TERM ENROLLMENT HEADCOUNTS 2013-2022:**



C. FIRST-TIME, FIRST-YEAR ADMISSIONS

C1-2. Applications

C1. FIRST-TIME, FIRST-YEAR STUDENTS:

Total first-time, first-year men who applied	538
Total first-time, first-year women who applied	1292
Total first-time, first-year students who applied	1830
Total first-time, first-year men who were admitted	389
Total first-time, first-year women who were admitted	991
Total first-time, first-year students who were admitted	1380
Total full-time, first-time, first-year men who enrolled	51
Total full-time, first-time, first-year women who enrolled	137
Total full-time, first-time, first-year students who enrolled	188

C2. FIRST-TIME, FIRST YEAR WAIT-LISTED STUDENTS (STUDENTS WHO MET ADMISSION REQUIREMENTS BUT WHOSE FINAL ADMISSION WAS CONTINGENT ON SPACE AVAILABILITY):

Do you have a policy of placing students on a waiting list?	Yes
If yes, please answer the questions below for Fall 2022 admissions:	
Number of qualified applicants offered a place on waiting list	1
Number accepting a place on the waiting list ¹	0
Number of wait-listed students admitted	0
Number of wait-listed students enrolled	0
Is your waiting list ranked?	No
If yes, do you release that information to students?	N/A
Do you release that information to school counselors?	N/A

C3-5. Admissions Requirements

C3. HIGH SCHOOL COMPLETION REQUIREMENT:

High school diploma is required and GED is accepted	x
High school diploma is required and GED is not accepted	
High school diploma or equivalent is not required	

C4. GENERAL COLLEGE-PREPARATORY PROGRAM REQUIREMENT FOR DEGREE-SEEKING STUDENTS:

Required	x
Recommended	
Neither required nor recommended	



C5. DISTRIBUTION OF HIGH SCHOOL UNITS REQUIRED AND/OR RECOMMENDED:

ACADEMIC UNITS	UNITS REQUIRED	UNITS RECOMMENDED
Total academic units	18	25 or more
English	4	4 or more
Mathematics	4	4 or more
Science	3	4 or more
Of above science units, how many must be lab	2	4 or more
Foreign Language	2	4 or more
Social Studies	3	4 or more
History	<i>Included in Social Studies</i>	<i>Included in Social Studies</i>
Academic electives	2	2 or more
Computer Science	0	1 or more
Visual / Performing Arts	0	2 or more
Other	Not Required	Not Required

C6-7. Basis for Selection

C6. BASIS FOR APPLICANT SELECTION:


- Open admission policy for all students
- Open admission policy for most students, but selective admission for out-of-state students
- Open admission policy for most students, but selective admission to some programs
- No open admission. **Selective admission for all students.**

x



C7. RELATIVE IMPORTANCE OF ACADEMIC AND NON-ACADEMIC FACTORS IN FIRST-TIME, FIRST-YEAR, DEGREE-SEEKING STUDENTS ADMISSION DECISIONS:

FACTORS	VERY IMPORTANT	IMPORTANT	CONSIDERED	NOT CONSIDERED
Academic Factors				
Rigor of secondary school record	x			
Class rank		x		
Academic GPA	x			
Standardized test scores		x		
Application essay		x		
Recommendation(s)			x	
Nonacademic Factors				
Interview				x
Extracurricular activities			x	
Talent/ability			x	
Character/personal qualities		x		
First generation			x	
Alumni/ae relation			x	
Geographical residence			x	
State residency			x	
Religious affiliation/commitment				x
Racial/ethnic status				x
Volunteer work			x	
Work experience			x	
Level of applicant's interest			x	



C8. Entrance exams

C8a. USE OF ENTRANCE EXAMS IN ADMISSION DECISIONS FOR FIRST-TIME, FIRST-YEAR, DEGREE SEEKING APPLICANTS:

Does New College make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants? Yes

If yes, please check marks in the appropriate boxes to reflect New College policies for use in admission for Fall 2021.

	REQUIRED	RECOMMENDED	REQUIRED OF SOME	CONSIDER IF SUBMITTED	NOT CONSIDERED
SAT or ACT	x				
ACT only					x
SAT only					x
SAT and SAT Subject Tests					x

C8b HAS BEEN REMOVED FROM THE CDS.

C8c HAS BEEN REMOVED FROM THE CDS.

C8d. USE OF APPLICANTS' TEST SCORES FOR ACADEMIC ADVISING:

Does New College use applicants' test scores for academic advising?

No

C8e. TEST SCORES SUBMISSION DEADLINES:

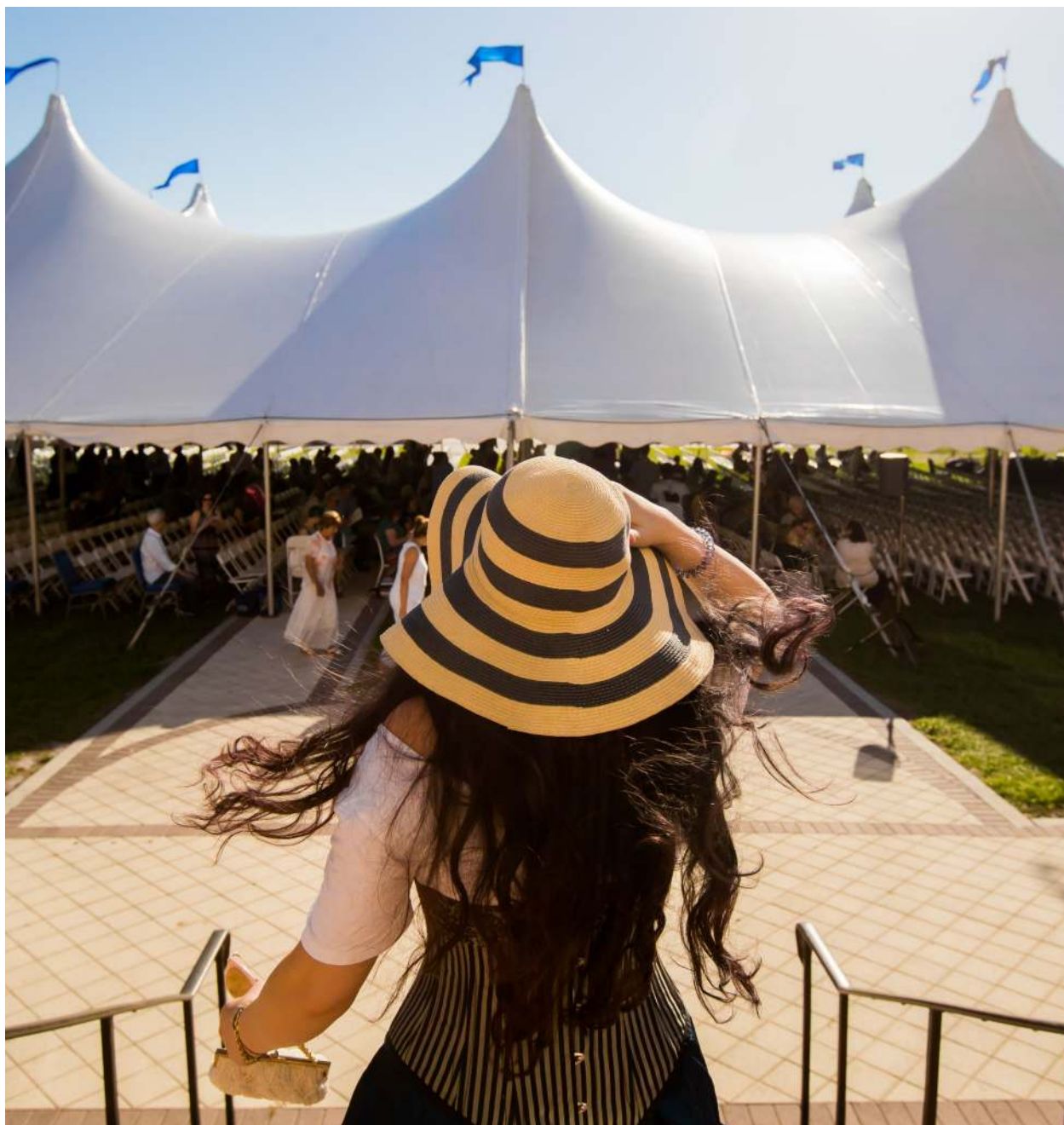
Latest date by which SAT or ACT scores must be received for Fall-term admission

July 1st

Date by which SAT Subject Test scores must be received for Fall-term admission

N/A

C8f TO C8g. NOT APPLICABLE.



C9-12. First-time, first-year Profile

C9. ENROLLED FIRST-TIME, FIRST-YEAR STUDENTS' SAT/ACT TEST SCORES:

Percent and number of first-time, first-year students enrolled in Fall 2022 who submitted national standardized (SAT/ACT) test scores (for all enrolled, degree-seeking, first-time, first-year students who submitted test scores). SAT scores reflect new SAT scores (starting from March 2016). Convert old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

Percent submitting SAT scores	74%	Number submitting SAT scores	140
Percent submitting ACT scores	35%	Number submitting ACT scores	65

FIRST-TIME, FIRST-YEAR TEST SCORES	25TH PERCENTILE	50TH PERCENTILE	75TH PERCENTILE	AVERAGE
SAT Composite	1123	1230	1340	1233
SAT Evidence-Based Reading & Writing	580	650	710	643
SAT Math	523	580	650	590
ACT Composite	24	26	31	26
ACT Math	19	24	27	23
ACT English	23	28	33	27
ACT Writing	7	7	8	7
ACT Reading	26	31	34	29
ACT Science	23	25	30	26

**Note: No percentiles for ACT writing this year, due to low submission rates*



PERCENT OF FIRST-TIME, FIRST-YEAR STUDENTS (COMPOSITE RANGES)	SAT COMPOSITE	SAT EVIDENCE-BASED READING & WRITING	SAT MATH
700-800 (1400-1600)	12%		11%
600-699 (1200-1399)	46%		33%
500-599 (1000-1199)	36%		43%
400-499 (800-999)	6%		14%
300-399 (600-799)	0%		0%
200-299 (400-599)	0%		0%
SCORES	ACT COMPOSITE	ACT ENGLISH	ACT MATH
30-36	32%		9%
24-29	43%		43%
18-23	17%		32%
12-17	8%		15%
6-11	0%		0%
Below 6	0%		0%

Note: If a student submits multiple test scores of the same test, we consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).

C10. PERCENT OF ALL DEGREE-SEEKING, FIRST-TIME, FIRST-YEAR STUDENTS WHO HAD HIGH SCHOOL CLASS RANK WITHIN EACH OF THE FOLLOWING RANGES (INFORMATION FOR THOSE STUDENTS WHO SUBMITTED HIGH SCHOOL RANK INFORMATION):

Percent in top tenth of high school graduating class	29%
Percent in top quarter of high school graduating class	56%
Percent in top half of high school graduating class	93%
Percent in bottom half of high school graduating class	7%
Percent in bottom quarter of high school graduating class	2%
Percent of total first-time, first-year students who submitted high school class rank:	66%

C11. PERCENT OF ALL ENROLLED, DEGREE-SEEKING, FIRST-TIME, FIRST-YEAR STUDENTS WHO HAD HIGH SCHOOL GRADE-POINT AVERAGES WITHIN EACH OF THE FOLLOWING RANGES, ON A 4.0 SCALE (NEW COLLEGE WEIGHTED HIGH SCHOOL GPA):

HIGH SCHOOL GPA	NUMBER	PERCENT
Percent who had GPA of 4.00	102	55%
Percent who had GPA between 3.75 and 3.99	34	18%
Percent who had GPA between 3.50 and 3.74	25	14%
Percent who had GPA between 3.25 and 3.49	13	7%
Percent who had GPA between 3.00 and 3.24	6	3%
Percent who had GPA between 2.50 and 2.99	5	3%
Percent who had GPA between 2.00 and 2.49	0	0%
Percent who had GPA between 1.00 and 1.99	0	0%
Percent who had GPA below 1.00	0	0%

C12. AVERAGE HIGH SCHOOL GRADE-POINT AVERAGES:

Average high school GPA of all degree-seeking, first-time, first-year students who submitted GPA	4.03
Percent of total first-time, first-year students who submitted high school GPA	98%

***C12a. PERCENT OF FIRST-TIME, FIRST-YEAR STUDENTS WITH SPECIALIZED HIGH SCHOOL COURSE OR CURRICULUM SELECTION:**

TYPE	NUMBER	PERCENT
Honors	11	7%
Advanced Placement	113	68%
International Baccalaureate programs, offered as an option by selected high schools worldwide, with standardized, enhanced curriculum and international examinations	19	11%
Member schools of the National Consortium of Specialized Secondary Schools of Mathematics, Science, and Technology	0	0%
Cambridge Advanced International Certificate of Education (AICE)	24	14%

***C12b. PERCENT OF FIRST-TIME, FIRST-YEAR STUDENTS BY SECONDARY SCHOOL TYPE:**

SECONDARY SCHOOL TYPE	NUMBER	PERCENT
Public schools	156	83%
Charter schools	11	6%
Private schools	9	5%
Parochial schools	1	1%
Home schooled	8	4%
GED	1	1%
International	2	1%
Total	188	100%

C13-22. Admission Policies

C13. APPLICATION FEE:

Does your institution have an application fee?	No
Amount of application fee:	-
Can it be waived for applicants with financial need?	-
Please indicate the application fee policy for students who apply online:	
Same fee	-
Free	-
Reduced	-
Can on-line application fee be waived for applicants with financial need?	-

C14. APPLICATION CLOSING DATE:

Does your institution have an application closing date?	Yes
Application closing date (Fall):	July 1st
Priority date:	November 1 (for a decision by April 1st)

C15. FIRST-TIME, FIRST-YEAR STUDENTS ACCEPTED FOR TERMS OTHER THAN THE FALL:

Yes.

C16. NOTIFICATION TO APPLICANTS OF ADMISSION DECISION SENT (FILL IN ONE ONLY):

On a rolling basis beginning (Date):	Yes
By: (Date)	11/1
Other	by 04/01 for application files completed by 11/1 by 04/25 for application files completed by 04/15

C17. REPLY POLICY FOR ADMITTED APPLICANTS:

Must reply by (date):	May 1
-----------------------	-------

C17a. HOUSING DEPOSIT POLICIES:

Deadline for housing deposit (MMDD)	N/A
Amount of housing deposit	N/A
Refundable if student does not enroll?	N/A
Yes, in full	N/A
Yes, in part	N/A
No	N/A

C18. DEFERRED ADMISSION:

Does your institution allow students to postpone enrollment after admission?	Yes
If yes, maximum period of postponement:	One year

C19. EARLY ADMISSION OF HIGH SCHOOL STUDENTS:

Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?	Yes
--	-----

*C20. COMMON APPLICATION: QUESTION REMOVED FROM CDS. (INITIATED DURING 2006-2007 CYCLE)



C21-22. Early Decision and Early Action

C21. EARLY DECISION:

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year applicants for Fall enrollment?	No
First or only early decision plan closing date:	-
First or only early decision plan notification date:	-
Other early decision plan closing date:	-
Other early decision plan notification date:	-
For the Fall 2022 entering class:	
Number of early decision applications received by your institution:	-
Number of applicants admitted under early decision plan:	-
Number of applicants enrolled under early decision plan:	-

C22. EARLY ACTION:

Do you have a non-binding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?	Yes
Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans?	N/A
Early action closing date:	Dec 1st
Early action notification date:	Dec 15th
Early action ii closing date:	-
Early action ii notification date:	Decisions released on a rolling basis
For the Fall 2022 entering class:	
Number of early action applications received by your institution:	647
Number of applicants admitted under early action plan:	515
Number of applicants enrolled under early action plan:	59

D. TRANSFER ADMISSION

D1. TRANSFER ADMISSION:

Does your institution enroll transfer students?	Yes
If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	Yes

D2. NUMBER OF STUDENTS WHO APPLIED, WERE ADMITTED, AND ENROLLED AS DEGREE-SEEKING TRANSFER STUDENTS IN FALL 2021:

GENDER	APPLICANTS	ADMITTED APPLICANTS	ENROLLED APPLICANTS
Men	50	33	19
Women	87	71	42
Another Gender	0	0	0
Total	137	104	61

*D2a. ADVANCED STANDING OF FALL 2021 NEW ADMITS¹ RECEIVING TRANSFER CREDITS:

	FIRST-TIME, FIRST YEAR STUDENTS	TRANSFER STUDENTS	TOTAL	PERCENT
Exempted from no semesters	155	37	160	78%
Exempted from first semester	5	12	6	3%
Exempted from second semester	27	9	36	17%
Exempted from third semester	1	3	4	2%
Total	188	61	206	100%

Note:¹ Includes transfer students and first time in college (F-TIC) students who received transfer credits via dual enrollment.



D3-9. Application for Admission

D3. TERMS FOR WHICH TRANSFERS MAY ENROLL:

TERM	MAY ENROLL
Fall	x
Winter	
Spring	x
Summer	

D4. MINIMUM NUMBER OF TRANSFER CREDITS REQUIREMENT:

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-time, first-year?	No
If yes, what is the minimum number of credits and the unit of measure?	N/A

D5. ITEMS REQUIRED OF TRANSFER STUDENTS TO APPLY FOR ADMISSION:

	REQUIRED OF ALL	RECOMMENDED OF ALL	RECOMMENDED OF SOME	REQUIRED OF SOME	NOT REQUIRED
High school transcript				x	
College transcript(s)	x				
Essay or personal statement	x				
Interview					x
Standardized test scores				x	
Statement of good standing from prior institution(s)				x	

D6. MINIMUM HIGH SCHOOL GRADE POINT AVERAGE REQUIRED OF TRANSFER APPLICANTS (ON A 4.0 SCALE):

2.5

D7. MINIMUM COLLEGE GRADE POINT AVERAGE REQUIRED OF TRANSFER APPLICANTS (ON A 4.0 SCALE):

2.0

D8. OTHER APPLICATION REQUIREMENTS SPECIFIC TO TRANSFER APPLICANTS:

Be in good standing and eligible to return to the last institution attended as a degree-seeking student.

Meet the college preparatory and score requirements for first-time, first-year applicants, or—with a Florida College System AA—meet the entering foreign language requirement of either:

- A. a. High school world language or American Sign Language through the second year level or higher, or
- B. b. The equivalent of postsecondary world language or American Sign Language through the second term level or higher.

D9. APPLICATION PRIORITY, CLOSING, NOTIFICATION, AND CANDIDATE REPLY DATES FOR TRANSFER STUDENTS:

TERM	PRIORITY DATE	CLOSING DATE	NOTIFICATION DATE	REPLY DATE	ROLLING ADMISSION
Fall		7/1		6/1 (or as specified in letter, for later applications)	Yes
Winter					
Spring					Yes
Summer					

Note: Decisions for the Spring class are scheduled for release on a rolling basis beginning in October. Applicants for the Spring class should make sure all materials expected for the admission application file are received by New College Admissions no later than December 1. However, the College reserves the right to close the class earlier than the date specified if Spring enrollment goals are met before that date, and reserves the right to cancel the Spring class admission cycle if the College has already met its enrollment goals for the year. Should the admission cycle be canceled, Spring class applicants may request to have the application updated for consideration for the Fall 2022 class.

D10 TO D11. NOT APPLICABLE.

D12-17. Transfer Credit Policies

D12. LOWEST GRADE EARNED FOR ANY COURSE THAT MAY BE TRANSFERRED FOR CREDIT:

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 month-long Independent Study Projects required for graduation may be granted to transfer students, with 52 semester-credit hour equivalents of liberal arts and sciences course work credit. Students who hold an AA from the Florida College System or Florida State University System will receive an additional 8 semester credit hour equivalents of transfer credit.

D15. MINIMUM NUMBER OF CREDITS THAT TRANSFERS MUST COMPLETE TO EARN AN ASSOCIATE DEGREE:

Not applicable.

D16. MINIMUM NUMBER OF CREDITS THAT TRANSFERS MUST COMPLETE TO EARN A BACHELOR'S DEGREE:

Transfer students must be in academic residence for a minimum of four semester-long academic contracts and two month-long Independent Study Projects, depending on their transfer credit. Students with the AA from the Florida College System or Florida State University System must complete at least 64 credit hour equivalents; other transfers must complete at least 72 credit hour equivalents.

D17. OTHER TRANSFER CREDIT POLICIES:

The Office of the Registrar evaluates transfer credit on behalf of the New College of Florida faculty.

Transfer credit is assigned toward New College of Florida's semester contract, Independent Study Project, and unit requirements for the Bachelor of Arts degree. Credit is considered for college courses with grades of "C" or better, taken prior to the student's initial enrollment at New College, and documented by official transcript from the accredited, postsecondary degree-granting college or university that issued the original credit. Transfer credit is not considered for course work taken on a noncredit basis (i.e., course work not reflected for credit on the official transcript from an accredited, degree-granting college or university).

Transfer credit is also considered for satisfactory performance on examinations identified in the Articulation Coordinating Committee Credit-by-Exam Guidelines as approved by the Florida Board of Governors (AP, IB, AICE, CLEP, DSST, DLPT, and Excelsior). Standardized examinations must be taken prior to the student's initial enrollment at New College. Credit-by-exam is accepted when it is part of a Florida College System or Florida State University System Associate of Arts (A.A.) degree or bachelor's or advanced degree from a regionally accredited college or university.

In all other cases, official test results should be sent to the Office of the Registrar from the credit-by-exam source. Up to 25 percent of the credits required for a Bachelor of Arts degree at New College may be awarded for credit-by-exam.

Transfer credit will not be awarded more than once for the same course, whether by course or examination. Credit-by-exam will not automatically exempt a student from introductory courses at New College. New College's unique, intensive honors curriculum does not use common prerequisites and common course numbering.



Courses in the arts and sciences and supporting fields may be accepted toward transfer credit. Acceptable courses typically fall into the following fields:

Anthropology	Computer Science	History	Music	Religion
Art	Economics	Humanities	Natural Sciences	Social Sciences
Art History	Engineering	Journalism	Philosophy	Sociology
Biology	English	Languages ¹	Physics	Theater
Botany	Geography	Literature	Political Science	Visual/Performing Arts
Chemistry	Geology	Mathematics ²	Psychology	

Notes:¹ Language credit (including Sign Language) transfers only if the language has been studied through at least the second semester level of the first-year sequence.

² Mathematics courses below the level of Calculus are not typically accepted for transfer with the exception of Trigonometry, Pre-calculus, and Statistics.

Limited transfer credit may be assigned for course work in Business and Speech. Otherwise, courses in the following fields typically are not transferable: Business; Education; Health; Nursing; Physical Education; Social Work; and Speech.

Once transfer credit has been granted, that transfer credit will not be removed or waived by a request from the student.

For Florida College System A.A. transfers — for a student who has earned the A.A. degree from a member school of the Florida College System (formerly the Florida public community college system), or from the Florida State University System, 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)
---	---

For all other transfers — transfer credit is based on 16 or more transferable semester hours, in the following increments:

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 or more transferable semester hours	13 units	3 semester contracts and 1 ISP

In no case may transfer credit be given for more than 3 contracts and 1 ISP. Every New College student must complete at least four contracts and two ISPs in residence at New College in order to graduate.



D18-22. Military Service Transfer Credit Policies

D18. DOES YOUR INSTITUTION ACCEPT THE FOLLOWING MILITARY/VETERAN TRANSFER CREDITS:

American Council on Education (ACE)	Yes
College Level Examination Program (CLEP)	Yes
DANTES Subject Standardized Tests (DSST)	Yes

D19. MAXIMUM NUMBER OF CREDITS OR COURSES THAT MAY BE TRANSFERRED BASED ON MILITARY EDUCATION EVALUATED BY THE AMERICAN COUNCIL ON EDUCATION (ACE):

Number of Courses	52
Unit Type	Semester Credit Hours

D20. MAXIMUM NUMBER OF CREDITS OR COURSES THAT MAY BE TRANSFERRED BASED ON DEPARTMENT OF DEFENSE SUPPORTED PRIOR LEARNING ASSESSMENTS (COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) OR DANTES SUBJECT STANDARDIZED TESTS (DSST)):

Number of Courses	31
Unit Type	Semester Credit Hours

D21. ARE THE MILITARY/VETERAN CREDIT TRANSFER POLICIES PUBLISHED ON YOUR WEBSITE?

Yes

IF YES, PLEASE PROVIDE THE URL WHERE THE POLICY CAN BE LOCATED:

<https://www.ncf.edu/wp-content/uploads/2022/11/Transfer-Credit-Policy-approved-August-2022.pdf>

D22. DESCRIBE OTHER MILITARY/VETERAN TRANSFER CREDIT POLICIES UNIQUE TO YOUR INSTITUTION:

Not Applicable. New College of Florida has one transfer policy.



E. ACADEMIC OFFERINGS AND POLICIES

E1. SPECIAL STUDY OPTIONS AVAILABLE:

Accelerated program	x
Comprehensive transition and postsecondary program for students with intellectual disabilities	
Cross-registration	x
Distance learning	
Double major	x
Dual enrollment	
English as a Second Language (ESL)	
Exchange student program (domestic)	x
External degree program	
Honors program	x
Independent study	x
Internships	x
Liberal arts/career combination	
Student-designed major	x
Study abroad	x
Teacher certification program	
Undergraduate Research	
Weekend college	
Other: Academic contract, January Interterm (independent study), narrative evaluation/pass-fail, senior thesis, tutorials, undergraduate research.	x

Special or unique academic programs:

- 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 the General Catalog on the web: www.ncf.edu/departments/registrar/academic-calendars-catalogs/
- Non-graded, narrative evaluation, which encourages exploration and mastery.
- 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.
- Competitive grants programs to support student research.

*E1a. MAJORS¹ (AREAS OF CONCENTRATION) OFFERED LEADING TO A BACHELOR'S DEGREE:

A - E	F - M	N - U
Animal Wellbeing & Conservation	Finance	Natural Sciences
Anthropology	French Language & Literature	Neuroscience
Applied Mathematics	Gender Studies	Philosophy
Art	German Language & Literature	Physics
Art History	Greek	Political Science
Biochemistry	Health, Culture & Societies	Psychology
Biology	History	Public Policy
Biopsychology	Humanities	Quantitative Social Science
Chemistry	Individualized Area of Concentration	Religion
Chinese Language & Culture	International & Area Studies	Rhetoric & Writing
Classics	Latin	Russian Language & Literature
Computer Science	Literature	Social Sciences
Creative Writing	Marine Biology	Sociology
Data Science	Mathematics	Spanish Language & Literature
Economics	Medieval & Renaissance Studies	Statistics
English	Museum Studies	Theatre, Dance and Performance Studies
Environmental Studies	Music	Urban Studies

Notes:¹ Students may arrange double and joint-disciplinary areas of concentrations. With faculty approval, they may also design their own areas of concentration.

² Neuroscience and Finance can only be completed as part of a combined area of concentration.



E2. HAS BEEN REMOVED FROM THE COMMON DATA SET.

E3. AREAS IN WHICH ALL OR MOST STUDENTS ARE REQUIRED TO COMPLETE SOME COURSE WORK PRIOR TO GRADUATION:

Arts/fine arts	
Computer literacy	
Comprehensive transition and postsecondary program for students with intellectual disabilities	
English (including composition)	x
Foreign languages	
History	
Physical Education	
Humanities	x
Intensive Writing	
Mathematics	x
Philosophy	
Sciences (biological or physical)	x
Social Science	x
Other (describe): Diverse Perspectives, Civic Literacy	x

***E3a. MAJORS¹ (EXCLUDING GENERAL STUDIES AND DIVISIONAL MAJORS) WITH THE HIGHEST ENROLLMENT AMONG MAY 2022 GRADUATES:**

MAJOR ¹	PERCENT
Political Science	6.3%
Computer Science	6.3%
Psychology	4.8%
Neuroscience	4.8%
Biopsychology	3.8%
Biology	3.8%

Note:¹ Duplicated headcount of graduates by discipline.

***E3b. DISTRIBUTION OF MAY 2022 GRADUATES BY ACADEMIC DIVISION:**

ACADEMIC DIVISION ¹	PERCENT
Humanities	26%
Natural Sciences	26%
Interdisciplinary	21%
Social Science	19%
Environmental Studies	8%
General Studies	0%

Note:¹ Duplicated headcount of graduates by division.

***E3c. PERCENT OF MAY 2022 GRADUATING UNDERGRADUATES WHO UNDERTOOK STUDY ABROAD FOR CREDIT TOWARD THEIR DEGREES:**

12%

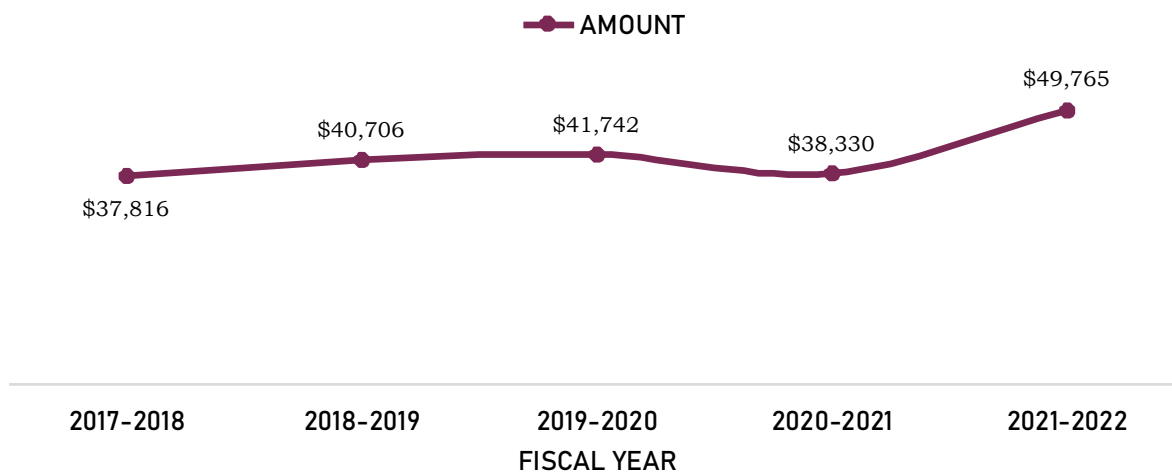
***E3d. PERCENT OF MAY 2022 GRADUATING UNDERGRADUATES WHO UNDERTOOK OFF-CAMPUS STUDY FOR CREDIT TOWARD THEIR DEGREES:**

15%

***E4. THE MARKET VALUE OF TOTAL ENDOWMENT ASSETS AS OF JUNE 30, 2022 AS REPORTED TO THE NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS (NACUBO):**

\$49,797,375

***E5. TOTAL ENDOWMENT AS REPORTED TO NACUBO 2017-2018 TO 2021-2022:**



***E6. ALUMNI¹ GIVING IN 2021-2022:**

Number of undergraduate alumni of record	6,122
Number of undergraduate alumni solicited at least once	5,850
Number of undergraduate alumni donors	630
Alumni giving rate ²	10.77%

Notes:¹ Alumni with undergraduate degrees from New College

² Alumni giving rate = the number of undergraduate alumni donors divided by the number of alumni on record



F. STUDENT LIFE



F1. PERCENTAGE OF FIRST-TIME, FIRST-YEAR DEGREE-SEEKING STUDENTS AND DEGREE-SEEKING UNDERGRADUATES ENROLLED IN FALL 2022 WHO FIT THE FOLLOWING CATEGORIES:

	FIRST-TIME, FIRST-YEAR STUDENTS	ALL DEGREE SEEKING UNDERGRADUATES
Percent who are from out of state (exclude international/ nonresidents) ¹	84%	82%
Percent who are from out-of-state (excluding international and NRAs)	16%	18%
Percent of men who join fraternities ²	0%	0%
Percent of women who join sororities ²	0%	0%
Percent who live in college-owned, -operated, or -affiliated housing ²	81%	72%
Percent who live off campus or commute ²	19%	28%
Percent of students age 25 and older	0%	4%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	20

Notes:¹ Based upon students' state of residence at time of admission. The percent represents the proportion of out-of-state students in the cohort excluding all international/ nonresidents.

² Based upon information provided by the Office of Housing.

F2. ACTIVITIES OFFERED:

Campus Ministries	x
Choral groups	x
Concert band	
Dance	x
Drama/theater	x
International Student Organization	x
Jazz band	x
Literary magazine	x
Marching band	
Model UN	x
Music ensembles	x
Musical theater	x
Opera	
Pep band	
Radio station	x
Student government	x
Student newspaper	x
Student-run film society	x
Symphony orchestra	
Television station	
Yearbook	

**Note: 196.5 FM, under 1/2-watt, non-licensed station under FCC experimental community radio authority*

F3. ROTC PROGRAMS (OFFERED IN COOPERATION WITH RESERVE OFFICERS' TRAINING CORPS):

MARINE OPTION (FOR NAVAL ROTC)	ON CAMPUS	AT COOPERATING INSTITUTION	NAME OF COOPERATING INSTITUTION
Army ROTC is offered:	No	No	-
Naval ROTC is offered:	No	No	-
Air Force ROTC is offered:	No	No	-

F4. HOUSING:

Coed dorms			X
Men's dorms			
Women's dorms			
Apartments for married students			
Apartments for single students			X
Special housing for disabled students			X
Special housing for international students			X
Fraternity/sorority housing			
Cooperative housing			
Theme housing			X
Wellness housing			X
Other housing options (specify):			X
<i>Specialized housing options may be arranged in response to student interest.</i>			



G. ANNUAL EXPENSES

G0. INTERNET ADDRESS OF INSTITUTION'S NET PRICE CALCULATOR:

<https://www.ncf.edu/admissions/tuition-and-fees/net-price-calculator/>

G1. UNDERGRADUATE FULL-TIME TUITION, REQUIRED FEES, ROOM AND BOARD FOR 2022-2023 ACADEMIC YEAR:

TUITION	
In-district/In-state	\$6,916
Out-of-state	\$29,944
Nonresidents	\$29,944
Fees	
Required fees	(included in tuition)
Room and Board	
Room and board (on-campus)	\$10,291
Room only (on-campus) ¹	\$7,000
Board only (on-campus meal plan)	\$3,291

Note:¹ Partial board plan required with room. All amounts rounded to the nearest dollar.

G2. NUMBER OF CREDITS PER TERM A STUDENT CAN TAKE OR THE STATED FULL-TIME TUITION:

TERM	CREDITS
Minimum	12
Maximum	-

G3. DO TUITION AND FEES VARY BY YEAR OF STUDY (E.G., SOPHOMORE, JUNIOR, SENIOR)?

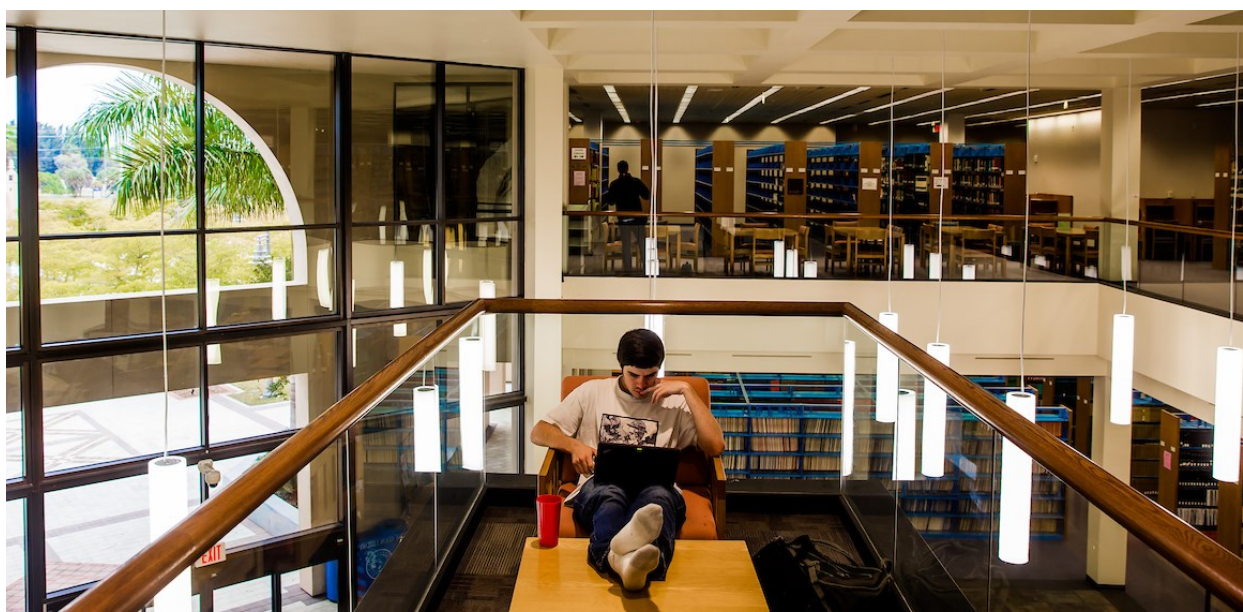
No

*G3a. TUITION INCREASE FROM ACADEMIC YEAR 2020-2021 TO 2021-2022:

	2020-2021	2021-2022	PERCENT INCREASE
In-district/In-state	\$6,916	\$6,916	0%
Out-of-state	\$29,944	\$29,944	0%

G4. DO TUITION AND FEES VARY BY UNDERGRADUATE INSTRUCTIONAL PROGRAM?

No



G5. ESTIMATED EXPENSES FOR A TYPICAL FULL-TIME UNDERGRADUATE STUDENT FOR 2021-2022:

	RESIDENTS	COMMUTERS (LIVING AT HOME)	COMMUTERS (NOT LIVING AT HOME)
Books and supplies	\$1,200	\$1,200	\$1,200
Room only	\$7,000	\$2,700	\$15,228
Board only	\$3,291	\$1,113	\$3,813
Room and board total	\$10,291	\$3,813	\$19,041
Transportation	\$1,100	\$1,100	\$1,100
Other expenses	\$2,170	\$2,170	\$2,170

Note:¹ Includes mandatory minimum off-campus meal plan (Contact Housing Office for latest information).

G6. UNDERGRADUATE PER-CREDIT-HOUR CHARGES FOR 2021-2022:

	TUITION & FEES	TUITION ONLY
In-district/In-state	\$192	\$145
Out-of-state/ Nonresidents	\$832	\$754

*G7. ESTIMATED FULL-TIME TUITION INCLUDING REQUIRED FEES FOR ACADEMIC YEAR 2022-2023¹:

In-district/In-state	\$6,916
Out-of-state	\$29,944
Nonresidents	\$29,944

Note: ¹The estimate comes from the Financial Aid Office. The total estimate is for 16 credit hours in the Fall semester, 4 credit hours in the January Interterm, and 16 credit hours in the Spring semester.

*G8. ESTIMATED EXPENSES FOR A TYPICAL FULL-TIME UNDERGRADUATE STUDENT FOR 2022-2023:

	RESIDENTS	COMMITTER (LIVING AT HOME)	COMMUTERS (NOT LIVING AT HOME)
Books and supplies	\$1,200	\$1,200	\$1,200
Room only	-	-	-
Board only	-	-	-
Room and board total	\$10,489	\$6,579	\$19,107
Transportation	\$1,100	\$1,100	\$1,100
Other expenses	\$2,170	\$2,170	\$2,170

Note: ¹ Includes mandatory minimum off-campus meal plan. (Contact Housing Office for information).



H. FINANCIAL AID

H1-5. Aid Awarded to Enrolled Undergraduates:

H1. 2022-2023 ESTIMATED AID AWARDED TO DEGREE-SEEKING STUDENTS: (USING THE SAME COHORT REPORTED IN QUESTION B1. AID AWARDED TO INTERNATIONAL STUDENTS – I.E., THOSE NOT QUALIFYING FOR FEDERAL AID – IS INCLUDED. AID THAT IS NON-NEED-BASED BUT THAT WAS USED TO MEET NEED IS REPORTED IN THE NEED-BASED AID COLUMNS):

Note: The academic year for which data are reported for items H1, H2, H2A, and H6: 2022-2023 estimated. Data for H1A is based on 2020-2021 actuals.

WHICH NEEDS-ANALYSIS METHODOLOGY DOES YOUR INSTITUTION USE IN AWARDING INSTITUTIONAL AID?

Federal methodology (FM)

x

Institutional methodology (IM)

Both FM and IM



FINANCIAL AID CATEGORY	NEED-BASED ¹ (\$)	NON-NEED BASED ² (\$)
Scholarships/Grants	\$1,147,906	\$0
Federal	\$747,843	\$1,188,828
State (i.e., all states, not only the state in which your institution is located)	\$2,358,935	\$1,172,431
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$87,478	\$85,295
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$0	\$0
Total Scholarships/Grants	\$4,342,162	\$2,446,554
Self-Help		
Student loans from all sources (excluding parent loans)	\$799,472	\$1,396,421
Federal Work-Study	\$21,788	\$0
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$0
Total Self-Help	\$821,260	\$1,396,421
Parent Loans	\$26,160	\$147,731
Tuition Waivers ³	\$704,237	\$807,740
Athletic Awards	\$0	\$0

Notes: ¹Need-based includes non-need-based aid used to meet need.

²Non-need-based excludes non-need-based aid used to meet need.

***H1a. 2021-2022 FINANCIAL AID SUMMARY:**

FEDERAL	
Direct Loan	\$641,041
Direct PLUS Loan	\$172,800
Pell Grant	\$924,930
Federal Supplemental Educational Opportunity Grant	\$38,726
Federal Work Study	\$37,015
Vocational Rehabilitation	\$6,640
Total	\$1,821,153
STATE	
Bright Futures Scholarship	\$1,726,625
Florida Scholarships for Children & Spouses of Deceased or Disabled Veterans and Service members	\$6,916
First Generation Matching Grant	\$33,024
Florida Student Assistance Grant	\$214,539
Benacquisto Scholarship (Previously Florida Incentive Scholarship)	\$165,073
Total	\$2,146,177
PRIVATE	
Alternative Loans	\$40,109
Scholarship	\$0
Total	\$40,109
INSTITUTIONAL	
Scholarship	\$4,003,698
Grant	\$642,191
Total	\$4,645,889
GRAND TOTAL	\$8,653,328





H2. NUMBER OF ENROLLED STUDENTS AWARDED AID: (NON-NEED-BASED AID USED TO MEET NEED IS COUNTED AS NEED-BASED AID.)

ENROLLED STUDENTS AWARDED AID	FIRST-TIME FULL-TIME FRESHMEN	ALL STUDENTS (INCLUDING FRESHMEN)
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2020 cohort)	188	669
b) Number of students in line a who applied for need-based financial aid	163	512
c) Number of students in line b who were determined to have financial need	100	348
d) Number of students in line c who were awarded any financial aid	100	341
e) Number of students in line d who were awarded any need-based scholarship or grant aid	98	327
f) Number of students in line d who were awarded any need-based self-help aid	38	196
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	48	95
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	64	157
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	100	92
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$19,621	\$18,034
k) Average need-based scholarship or grant award of those in line e	\$14,521	\$13,270
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$1,201	\$3,358
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$1,041	\$3,238
<i>Note: 2008/2009 was the first year that the Department of Education increased federal loan limits for Freshmen and Sophomores (Freshmen = \$3,500, Sophomores = \$4,500)</i>		

H2a. NUMBER OF ENROLLED STUDENTS AWARDED NON-NEED-BASED SCHOLARSHIPS AND GRANTS:

List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

NON-NEED-BASED SCHOLARSHIPS AND GRANTS	FIRST-TIME FULL-TIME FRESHMEN	ALL STUDENTS (INCLUDING FRESHMEN)
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	83	267
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$5,381	\$4,137
n) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	0	0
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$0	\$0

H3. INCORPORATED INTO H1.

H4. NUMBER OF 2022 GRADUATES WHO STARTED AS FIRST TIME STUDENTS AND BORROWED THROUGH LOAN PROGRAMS¹:

Provide the number of students in the 2022 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022. Exclude students who transferred into your institution.

128

H5. AVERAGE PER-BORROWER CUMULATIVE INDEBTEDNESS¹:

Note: Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

FINANCIAL AID CATEGORY	NUMBER IN THE CLASS (DEFINED IN H4 ABOVE) WHO BORROWED FROM THE TYPES OF LOANS SPECIFIED IN THE FIRST COLUMN	PERCENT OF THE CLASS (DEFINED ABOVE) WHO BORROWED FROM THE TYPES OF LOANS SPECIFIED IN THE FIRST COLUMN (NEAREST 1%)	AVERAGE PER UNDERGRADUATE BORROWER CUMULATIVE PRINCIPAL BORROWED FROM THE TYPES OF LOANS SPECIFIED IN THE FIRST COLUMN (NEAREST \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	45	34%	\$16,262
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	45	34%	\$15,102
c) Institutional loan programs.	0	0%	\$0
d) State loan programs.	0	0%	\$0
e) Private alternative loans made by a bank or lender.	3	2%	\$17,013

Note: ¹Applies to H4-H5. 2022 undergraduate class who started at your institution as first time students and received a bachelors degree between July 1, 2020 and June 30, 2022.

Includes:

1. only loans made to students who borrowed while enrolled at your institution.
2. co-signed loans.

Excludes:

- students who transferred in.
- money borrowed at other institutions.
- parent loans.
- students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).



H6-7. Aid to undergraduate degree-seeking nonresidents

H6. POLICY REGARDING FINANCIAL AID FOR UNDERGRADUATE DEGREE-SEEKING NONRESIDENTS:

Institutional need-based financial aid is available	
Institutional non-need-based financial aid is available	x
Institutional financial aid is not available	
If institutional financial aid is available for undergraduate degree-seeking nonresidents, provide the number of undergraduate degree-seeking nonresidents who received need-based or non-need-based aid:	22
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:	\$28,514
Total dollar amount of institutional financial aid awarded to all undergraduate degree-seeking nonresidents:	\$370,683
Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresidents:*	\$408,253
<i>Note: *NCF customized fact book item.</i>	

H7. FINANCIAL AID FORMS NONRESIDENT FIRST-YEAR FINANCIAL AID APPLICANTS MUST SUBMIT:

Institution's own financial aid form	
CSS/Financial Aid PROFILE	
International Student's Financial Aid Application	
International Student's Certification of Finances	x
Other (specify):	

H8-11. Process for First-Time, First-Year Students

H8. FINANCIAL AID FORMS DOMESTIC FIRST-YEAR FINANCIAL AID APPLICANTS MUST SUBMIT:

FAFSA	x
Institution's own financial aid form	
CSS/Financial Aid PROFILE	
State aid form	
Non-custodial PROFILE	
Business/Farm Supplement	
Other (specify):	

H9. FILING DATES FOR FIRST-YEAR STUDENTS:

Priority date for filing required financial aid forms:	November 1
Deadline for filing required financial aid forms:	
No deadline for filing required forms (applications processed on a rolling basis):	x

H10. NOTIFICATION DATES FOR FIRST-YEAR STUDENTS:

a) Students notified on or about (date):	
b) Students notified on a rolling basis:	Yes
If yes, starting date:	January 15





H11. REPLY DATES:

Students must reply by (date):

May 1 (or within 2 weeks of notification)

H12-14. Types of Aid Available

H12. LOANS:

Federal Direct Student Loan Program (Direct Loan)	
Direct Subsidized Stafford Loans	x
Direct Unsubsidized Stafford Loans	x
Direct PLUS Loans	x
Federal Family Education Loan Program (FFEL)	
FFEL Subsidized Stafford Loans	
FFEL Unsubsidized Stafford Loans	
FFEL PLUS Loans	
Federal Perkins Loans	
Federal Nursing Loans	
State Loans	
College/university loans from institutional funds	
Other (specify): Alternative Loans	x

H13. NEED-BASED SCHOLARSHIPS AND GRANTS:

Federal Pell	x
SEOG	x
State scholarships/grants	x
Private scholarships	x
College/university scholarship or grant aid from institutional funds	x
United Negro College Fund	
Federal Nursing Scholarship	
Other (specify):	

H14. CRITERIA USED IN AWARDING INSTITUTIONAL AID:

CRITERIA	NON-NEED-BASED	NEED-BASED
Academics		x
Alumni affiliation		
Art		
Athletics		
Job skills		
ROTC		
Leadership	x	
Minority status		
Music/drama		
Religious affiliation		
State/district residency	x	x

H15. NOT APPLICABLE.

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

II. INSTRUCTIONAL FACULTY FOR FALL 2022:

INSTRUCTIONAL FACULTY		FULL-TIME	PART-TIME	TOTAL
a)	Total number of instructional faculty	89	44	133
b)	Total number who are members of minority groups	21	8	29
c)	Total number who are women	46	25	71
d)	Total number who are men	43	19	62
e)	Total number who are nonresidents (international)	9	0	9
f)	Total number with doctorate, or other terminal degree	85	18	103
g)	Total number whose highest degree is a master's but not a terminal master's	2	9	11
h)	Total number whose highest degree is a bachelor's	0	3	3
i)	Total number whose highest degree is unknown or other	0	0	0
j)	Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	0	0	0
*k)	Total number with doctorate degree	78	14	92

*IIa. ADDITIONAL CHARACTERISTICS OF UNDERGRADUATE INSTRUCTIONAL FACULTY¹ AND TEACHING FOR FALL 2022:

a)	Number of tenured full-time faculty	58
b)	Number of tenured part-time faculty	7
c)	Number of tenure track full-time faculty	19
d)	Number of tenure track part-time faculty	1
e)	Number in full-time visiting (non-tenure-earning) positions not replacing faculty on research leave	0
f)	Number of adjunct ² faculty teaching regular courses and tutorials	20
g)	Number of administrative faculty who have tenure and teach part-time	1
h)	Number of courses offered by full-time faculty (tenured and non tenure-earning)	161
i)	Number of full-time faculty who taught at least one course	89
j)	Number of tenured full-time faculty who taught at least one course	58
k)	Number of fee liable undergraduate students taking at least one tutorial or IRP	266
l)	Number of courses and tutorials taught by adjunct undergraduate faculty	6
m)	Average number of activities (regular course, tutorial, IRP, Thesis, Laboratory, and Internship) per undergraduate student	4.6

RACE AND ETHNICITY (FULL-TIME INSTRUCTIONAL FACULTY)

Nonresidents	8
Hispanic / Latino	12
Black or African American	3
White	58
Asian	6
Multiple Races	1
American Indian	1

Notes:

¹ New College does not distinguish between tenured and non-tenured faculty in level of courses taught.

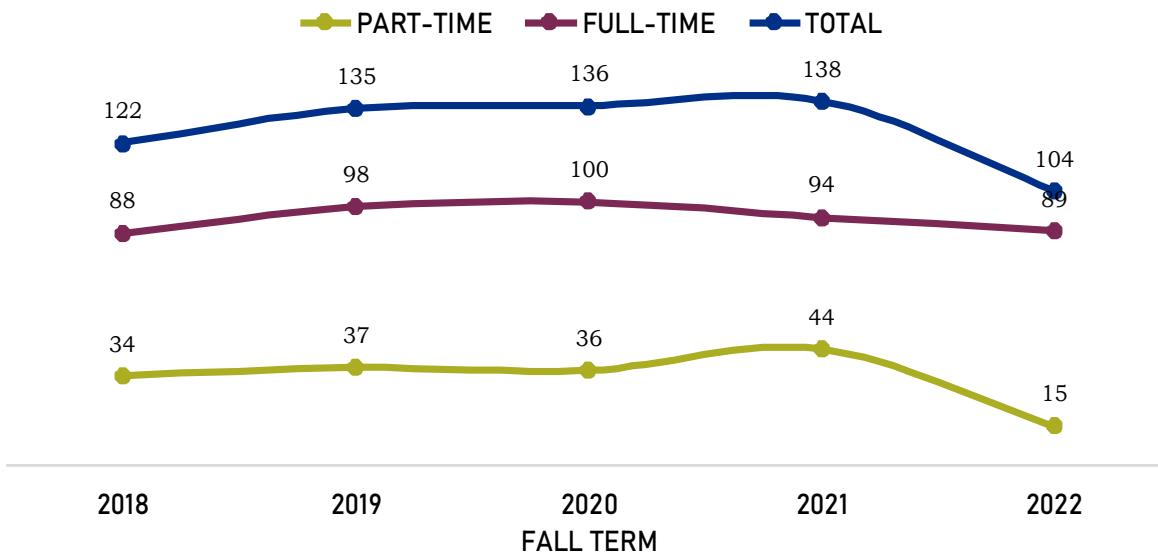
² Adjunct faculty are instructors who temporarily replace faculty on research leave, or who teach specialized courses (e.g., theater, creative writing) to supplement the offerings of regular faculty. Alumnae/i Fellows occasionally teach in adjunct capacity.



***11b. FULL-TIME INSTRUCTIONAL FACULTY BY TENURE AND RANK STATUS:**

RANK	TENURED	TENURE-EARNING	NON-TENURE EARNING	TOTAL
Professor	31	1	0	32
Associate Professor	27	0	0	27
Assistant Professor	0	18	8	26
Instructor	0	0	4	4
Total	58	19	12	89

***11c. INSTRUCTIONAL FACULTY HEADCOUNT FALL 2018 TO FALL 2022:**



12. STUDENT TO FACULTY RATIO¹:

7 to 1 (Based on students and faculty¹)

Note:¹ * Full-time plus 1/3 of part-time faculty



I3. UNDERGRADUATE CLASS SIZE (TOTAL CLASSES OFFERED IN FALL 2022):

CLASS SIZE	CLASS SECTIONS		CLASS SUB-SECTIONS	
	NUMBER	PERCENT		
2 to 9 students enrolled	85	42.5%	*	
10 to 19 students enrolled	89	44.5%	*	
20 to 29 students enrolled	19	9.5%	*	
30 to 39 students enrolled	4	2.0%	*	
40 to 49 students enrolled	2	1.0%	*	
50 to 99 students enrolled	1	0.5%	*	
100+ students enrolled	0	0.0%	*	
Total	200	100%	*	

Average Class Size: 12

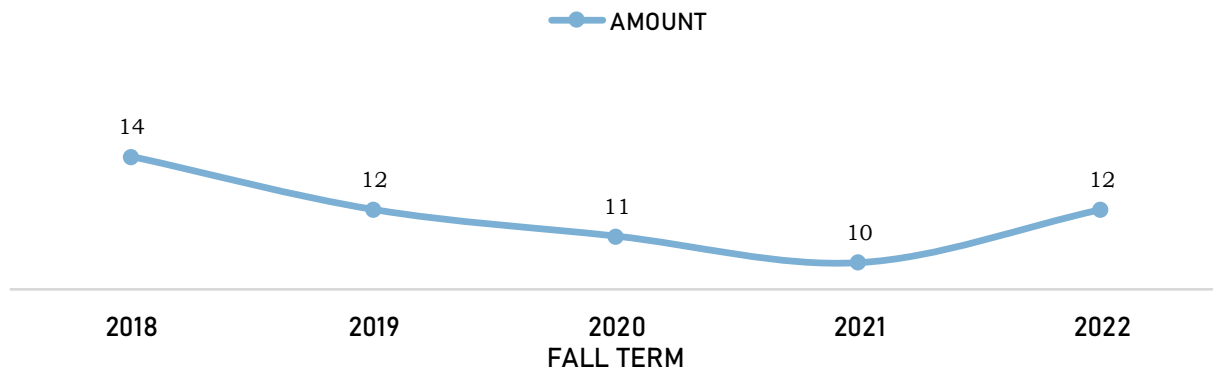
Data Source: New College Student Evaluation System benchmark of dataset December 20, 2022.

Note: Class sections are organized courses meeting in a classroom or similar setting at a stated time or times. 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.

New College instructors often establish class subsections, which may be discussion groups, project teams and practice/problem sessions to enhance classes. These arrangements between instructors and students are not tracked formally by the Registrar, but generally they are noted in published course descriptions.



*I3a. CLASS SIZE FALL 2018 TO FALL 2022:



Included in the class size headcount:

- 1) Any student who received an evaluation designation other than "Dropped".
- 2) Any student without an evaluation designation assigned.

J. DEGREES CONFERRED

*J1a. BACHELOR DEGREES CONFERRED BETWEEN JULY 1, 2021 AND JUNE 30, 2022:

CIP NAME	BACHELOR'S DEGREES	PERCENT OF TOTAL	CIP 2011 CODE	CIP 2011 CATEGORIES TO INCLUDE
Liberal Arts and Sciences, General Studies and Humanities, Other	80	48.5%	24.0199	24
Biological and Physical Sciences	59	35.8%	30.0101	30
Environmental Studies	12	7.3%	03.0103	03
Foreign Languages and Literatures, General	8	4.8%	16.0101	16
International/Global Studies	6	3.6%	30.2001	30
Total	165	100%	-	-

*J1b. MASTER DEGREES CONFERRED BETWEEN JULY 1, 2020 AND JUNE 30, 2021:

CIP NAME	MASTER'S DEGREES	PERCENT OF TOTAL	CIP 2011 CODE	CIP 2011 CATEGORIES TO INCLUDE
Computer and Information systems	16	100%	30.3001	30
Total	165	100%	-	-



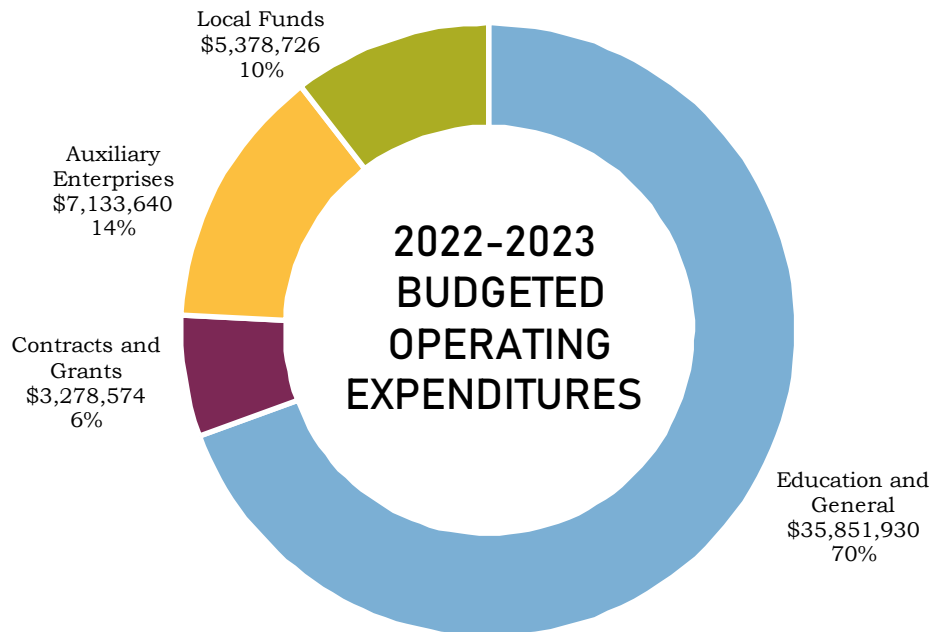
K. FISCAL RESOURCES

K1. 2022-2023 BUDGETED OPERATING EXPENDITURES:

BUDGET ENTITY	BUDGETED AMOUNT	PERCENT
Education and General	\$35,851,930	70%
Contracts and Grants	\$3,238,589	6%
Auxiliary Enterprises	\$6,695,960	13%
Local Funds	\$5,355,474	10%
Total	\$51,141,953	100%

Data Source: New College 2021-2022 Operating Budget File Reports and E&G Budget Amendments.

Note: 1 The amended Education and General budgeted amount is different from the one submitted to the State University System of Florida at the beginning of budget year, and is the result of subsequent budget amendments and adjustment of tuition revenues and waivers and assumption of full restoration of performance funding.



K2. 2020-2021 AND 2021-2022 EDUCATION & GENERAL OPERATING EXPENDITURES BY PROGRAM ACTIVITIES:

PROGRAM ACTIVITIES	2020-2021 EXPENDITURE		2021-2022 EXPENDITURE	
	AMOUNT	PERCENT	AMOUNT	PERCENT
Administrative Direction & Support Services	\$9,204,975	23%	\$9,806,930	24%
Instruction and Research	\$17,058,260	43%	\$16,302,377	40%
Libraries ¹ /Audio Visual	\$1,280,544	3%	\$1,211,973	3%
Physical Plant Management	\$5,932,561	15%	\$6,091,302	15%
Student Services	\$6,259,098	16%	\$7,260,442	18%
Total	\$39,735,438	100%	\$40,673,024	100%

Data Source: NCF 2020-2021 and 2021-2022 Operating Budget File Reports.

Note:¹ Jane Bancroft Cook Library operations provide support to both New College and USF Sarasota/Manatee. The values reported here represent New College expenditures, exclusive of USF Sarasota/Manatee expenditures in support of these operations.

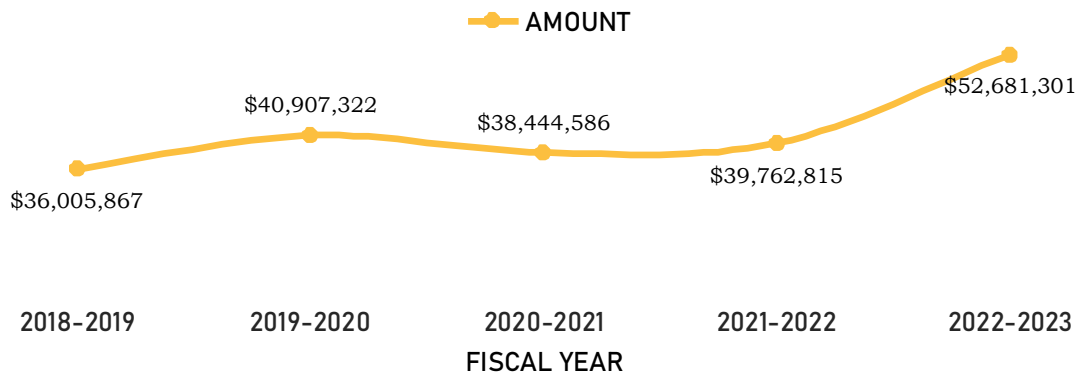
K3. ACTUAL EXPENDITURES (IN THOUSANDS) BY FUND 2018-2019 THROUGH 2022-2023:

FUND	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGETED
	2018-19	2019-20	2020-21	2021-22	2022-23
Education & General	\$35,859	\$37,768	\$38,216	\$40,673	\$35,852
Contracts & Grants	\$2,757	\$3,257	\$4,055	\$5,808	\$3,239
Local Funds					
Student Activity	\$379	\$268	\$284	\$365	\$258
Concession Fund	\$5	\$4	\$10	\$3	\$10
Student Financial Aid	\$5,487	\$4,729	\$5,352	\$4,347	\$4,953
Technology Funds	\$141	\$176	\$170	\$198	\$115
Green Fees	\$28	\$29	\$22	\$24	\$19
Auxiliary Enterprises	\$6,292	\$6,617	\$5,948	\$5,724	\$6,696
Grand Total	\$50,948	\$52,848	\$54,057	\$57,142	\$51,142

Data Source: NCF 2018-2019 to 2021-2023 Operating Budget File Reports and E&G Budget Amendments.

Note: The amended Education and General appropriation is different from the one submitted to the State University System of Florida at the beginning of budget year, and is the result of subsequent budget amendments and adjustment of tuition revenues and waivers and full restoration or performance funding.

K4. EDUCATION & GENERAL APPROPRIATIONS¹ FROM 2018-2019 TO 2022-2023:



Data Source: NCF 2018-2019 to 2022-2023 Operating Budget File Reports and E&G Budget Amendments

Note:¹ The amended Education and General appropriation is different from the one submitted to the University System of Florida at the beginning of budget year, and is the result of subsequent budget amendments and adjustment of tuition revenues and waivers.



L. PERSONNEL



L1. FULL-TIME EMPLOYEES BY GENDER:

ALL EMPLOYEES	MALE	FEMALE	TOTAL	% MALE	% FEMALE
Instructional/Research/Public Service Faculty	45	52	97	46%	54%
Management	5	11	16	31%	69%
Library/Student/Academic Affairs Education Services	4	6	10	40%	60%
Business and Financial Operations	9	17	26	35%	65%
Computer, Engineering, and Science	18	10	28	64%	36%
Community Service, Legal, Arts, and Media	16	26	42	38%	62%
Office and Administrative Support	6	32	38	16%	84%
Service Occupations	19	11	30	63%	37%
Natural Resources, Construction, and Maintenance	14	2	16	88%	13%
Total	136	167	303	45%	55%

Data Source: IPEDS, 2022 Fall Staff Survey, including all salaried employees with one full-time equivalent appointment.

L2. PART-TIME EMPLOYEES BY GENDER:

ALL EMPLOYEES	MALE	FEMALE	TOTAL	% MALE	% FEMALE
Instructional/Research/Public Service Faculty	12	14	26	46%	54%
Management	0	0	0	-	-
Library/Student/Academic Affairs Education Services	0	0	0	-	-
Business and Financial Operations	0	0	0	-	-
Computer, Engineering, and Science	0	0	0	-	-
Community Service, Legal, Arts, and Media	0	0	0	-	-
Office and Administrative Support	0	2	2	-	100%
Service Occupations	0	0	0	-	-
Natural Resources, Construction, and Maintenance	0	0	0	-	-
Graduate Assistants	1	1	2	50%	50%
TOTAL	13	17	30	43.3%	56.7%

Data Source: IPEDS, 2022 Fall Staff Survey, including all salaried employees with less than one full-time equivalent appointment.

L3. FULL-TIME EMPLOYEES BY RACIAL/ETHNIC CATEGORY:

	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	BLACK/ AFRICAN AMERICAN	TWO OR MORE RACES	WHITE	NON- RESIDENT	% MINORITY	TOTAL
Instructional/Research/ Public Service Faculty	9	1	6	0	3	1	65	12	20.6%	97
Management	0	0	1	0	3	0	12	0	25.0%	16
Library/Student/ Academic Affairs Education Services	1	0	0	1	0	0	8	0	20.0%	10
Business and Financial Operations	3	0	1	0	0	0	22	0	15.4%	26
Computer, Engineering, and Science	2	1	2	0	0	0	22	1	17.9%	28
Community Service, Legal, Arts, and Media	4	0	3	0	5	0	30	0	28.6%	42
Office and Administrative Support	2	0	0	0	2	0	34	0	10.5%	38
Service Occupations	5	0	1	0	9	0	15	0	50.0%	30
Natural Resources, Construction, and Maintenance	1	0	1	0	1	1	12	0	25.0%	16
Total	27	2	15	1	23	2	220	13	23.1%	303

Data Source: IPEDS, 2022 Fall Staff Survey, including all salaried employees with one full-time equivalent appointment.

L4. PART-TIME EMPLOYEES BY RACIAL/ETHNIC CATEGORY:

	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	BLACK/ AFRICAN AMERICAN	TWO OR MORE RACES	WHITE	NON- RESIDENT	% MINORITY	TOTAL
Instructional/Research/ Public Service Faculty	2	0	2	0	2	0	20	0	23.1%	26
Management	0	0	0	0	0	0	0	0	0%	0
Library/Student/ Academic Affairs Education Services	0	0	0	0	0	0	0	0	0%	0
Business and Financial Operations	0	0	0	0	0	0	0	0	0%	0
Computer, Engineering, and Science	0	0	0	0	0	0	0	0	0%	0
Community Service, Legal, Arts, and Media	0	0	0	0	0	0	0	0	0%	0
Office and Administrative Support	0	0	0	0	0	0	2	0	0%	2
Service Occupations	0	0	0	0	0	0	0	0	0%	0
Natural Resources, Construction, and Maintenance	0	0	0	0	0	0	0	0	0%	0
Graduate Assistants	0	0	0	0	0	1	1	0	50%	2
Total	2	0	2	0	2	1	23	0	23.3%	30

Data Source: IPEDS, 2022 Fall Staff Survey, including all salaried employees with one full-time equivalent appointment.

M. LIBRARY RESOURCES

M1. LIBRARY STATISTICS:

Volumes held June 30, 2021	208,926
Volumes held June 30, 2022	179,947
Current serials ¹	3,649
Databases	210
E-Books	790,451
Media (audio and video materials)	6,081
Additions to Institutional Repository (pages)	3,014
Library faculty FTE	3
Other professional staff	2
Support staff	8
Librarian presentations to groups 2021-2022	73
Librarian reference transactions and consultations 2021-2022	292
Staff information transactions 2021-2022	1,537
Circulations 2021-2022	12,712
Interlibrary Loan lending 2021-2022	1,670
Interlibrary Loan borrowing 2021-2022	1,953
Weekly public service hours*	96
Visits to the library (gate count)	49,217

Note¹: Accessible through the Jane Bancroft Cook Library catalog or discovery system. In addition, students may have access to serials through the University of South Florida library catalog or discovery system. The decrease in volumes is due to weeding and shift to electronic books while the increase in eBooks is due to purchases and increased access to Open Access titles. Visits to the library increased and is more representative of Pre-COVID19 numbers



N. PHYSICAL FACILITIES

N1. CAMPUS SIZE:

110 acres

N2. SPECIAL ACADEMIC BUILDINGS/EQUIPMENT ON CAMPUS:

Caples Fine Arts Complex, Sainer Performing Arts Pavilion, Black Box Theater, Pritzker Marine Biology Research Center, Rolland V. Heiser Natural Sciences Complex with nanotechnology and microwave spectroscopy labs, nuclear magnetic resonance spectrometers, high-field magnetic resonance spectrometer, high-pressure liquid chromatography instrument, reverse transcriptase real-time polymerase chain reaction apparatus, gas chromatograph, atomic force microscope, brain function analysis systems, scanning electron microscope, UV-visible & infrared spectrophotometer.

N3. BUILDINGS:

BUILDING	GROSS SQ FT	BUILDING	GROSS SQ FT
Academic Center	35,787	Lota Mundy Music Building	4,515
Ace Mechanical Building	304	Outdoor Classroom	1,296
Ann and Alfred Goldstein Residence Hall	24,396	Palmer A	9,411
Anthropology Laboratory	652	Palmer B	8,230
Bath House	461	Palmer C	8,534
Boat Pavillion	693	Palmer D	8,534
Bob Johnson Residence Hall	24,482	Palmer E	8,230
Bon Seigneur Residence	4,733	Pedestrian Bridge	1,200
Campus Police	2,033	Peggy Bates Residence Hall	24,482
Caples Carriage House	2,350	Physical Plant	5,350
Caples Fine Arts - Isermann/Felsmann	11,262	Physical Plant Maint. Storage	2,100
Caples House	5,804	Physical Plant Storage Building A	200
Caples Potting Building	223	Physical Plant Storage Building B	200
Caples Sculpture Studio	5,975	Pritzker Residence Hall (Z-dorm)	25,407
Car Museum	58,454	Public Archaeology Laboratory	1,771
Car Museum Shop	3,287	Reichert House	2,574
Chiller Plant	3,535	Rhoda and Jack Pritzker Marine Biology Research Laboratory	8,920
College Hall	21,441	Robertson Hall	3,681
Cook Hall	12,047	Rolland V. Heiser Natural Science Complex	58,214
Counseling and Wellness Center	4,384	Rothenberg Residence Hall	24,213
Elizabeth and Dallas Dort Residence Hall	24,396	Sailing Equipment Shed	693
Fitness Center	9,896	Sainer Art and Music Pavilion	8,493
Four Winds Café	2,810	Salvatori Residence	2,516
Hamilton Boiler Room	4,665	Social Science Building	1,794
Hamilton Center	24,778	Sudakoff Lecture and Conference Center	12,216
Hamilton Classrooms	15,399	Ulla Searing Residence Hall	11,447
Heiser Greenhouse (North)	320	Utility/Pumps	194
Heiser Greenhouse (West)	880	V Residence Hall	11,447
Jane Bancroft Cook Library	74,731	W Residence Hall	11,448
Keating Center	7,000	Y Residence Hall	11,448
Knight Building	3,254		

O. CAREER FACTS



*01. CAREER SERVICES/CEO STUDENT PARTICIPATION

	2020-2021	2021-2022	% CHANGE
CEO Student Engagement – Total (Appointments, Events, Fairs, Classroom Presentations, & Workshops)	1,572	2032	29%
CEO Student Engagement – Unduplicated Headcount (Appointments, Events, Fairs, Classroom Presentations, & Workshops)	455	572	26%
Career Coaching Appointments – Total	953	984	3%
Career Coaching Appointments – Unduplicated Headcount	394	419	6%
Career Coaching Appointments – % of Student Body	52.3%	58.3%	11%
Employer/Grad School Recruiting Events & Fairs	186	240	29%
Classroom Presentations & Career Education Workshops	216	597	176%
Handshake Logins – Total	2,309	11,921	89%
Handshake Logins – Unduplicated Headcount	930	960	3%
Job Applications through Handshake	873	1670	91%
Number of Fulltime Career Advising Staff	5	5	0%

*02. FELLOWSHIPS/SCHOLARSHIPS STUDENT PARTICIPATION

	2020-2021	2020-2022
Fellowships/Scholarships Advising Appointments - Total	217	194
Fellowships/Scholarships Advising Appointments - Unduplicated Headcount	72	87

*03. EMPLOYER/GRAD SCHOOL RECRUITER PARTICIPATION

	2020-2021	2021-2022
Number of Recruiting Organizations On Campus (Fairs, Info Sessions, Tabling)	177	230
Job & Internship Postings – Total	24,176	52,266
Job & Internship Postings – Monthly Average	92	94
Employer/Internship Recruiting Consultations & Outreach Events	2,014	4,355

O. CAREER FACTS

*04. PROMINENT EMPLOYERS RECRUITING INTERNS & GRADUATES FROM NCF IN 2021-2022

Akron Biotech
Blue Ocean Society for Marine Conservation
Centerstone Behavioral Health
Citi
City of Sarasota
City Year
Epic
Florida Department of Health
Hermitage Artist Retreat
JP Morgan Chase
Massachusetts Institute of Technology (MIT)
MOTE Marine Laboratory & Aquarium
Multicultural Health Institute
Polk County Schools
Ringling Museum of Art
Roskamp Institute
Sarasota Memorial Health Care System
St. Lucie County Public Schools
UnidosNow
WUSF Public Media



*05. PROMINENT GRADUATE PROGRAMS ACCEPTING NCF GRADUATES IN 2021-2022



Carnegie Mellon University
Cornell University
College of William and Mary
Florida Atlantic University
Florida State University
Georgia Institute of Technology
Texas Tech University
University of Central Florida
University of Chicago
University of Florida
Vermont Law School
Virginia Tech

*06. PRESTIGIOUS AWARDS RECEIVED BY NCF STUDENTS & GRADUATES IN 2021-2022

Benjamin A. Gilman International Scholarship
Boren Scholarship
Critical Language Scholarship
National Science Foundation Graduate Research Fellowship Program
North American Language & Culture Assistants Program
U.S. Fulbright Student Program



COMMON DATA SET DEFINITIONS

All definitions related to the financial aid section appear at the end of the Definitions document.

Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

Additional guidance for some terms, particularly those common with the IPEDS survey, may be found here:
<https://surveys.nces.ed.gov/ipeds/public/glossary>

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black or African American: A person having origins in any of the black racial groups of Africa.

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories; personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma**.

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hours.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other recognized postsecondary credential.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other recognized postsecondary credential.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other postsecondary credential.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctor's degree-research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M. and others, as designated by the awarding institution.

Doctor's degree-professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (LL.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor's degree-other: A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 clock hours.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident**.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Living learning community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may also participate in shared courses, special events, and group service projects.

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Nonresident: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 clock hours a week each term.

Permanent Resident or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/clock hour requirements—

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time.

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Private student loans: A nonfederal loan made by a lender such as a bank, credit union, or private lender used to pay for up to the annual cost of education, less any financial aid received.

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is received after completion of a program that is eligible for Title IV federal student aid. Credentials are awarded to recognize an individual's attainment of measureable technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation (Generally based on standards developed or endorsed by employers or industry associations).

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

***Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

***Serials:** the number of serial titles that are accessible through the library's catalog or discovery system. A serial is a publication in any medium issued in successive parts bearing numerical or chronological designations and intended to be continued indefinitely. This definition is excerpted from the Association of College & Research Libraries annual survey (<https://acrl.countingopinions.com>).

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, clock hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

Undergraduate Research: Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research topic. Research opportunities may or may not be associated with a specific course or earn credit.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

FINANCIAL AID DEFINITIONS

Aid Awarded: The dollar amounts offered to financial aid applicants.

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans



INSTRUCTIONAL FACULTY DEFINITIONS

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research.

Use the chart below to determine inclusions and exclusions:

	FULL-TIME	PART-TIME
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions.

Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master’s degree: a master’s degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

Note: This definition is different than the one used by IPEDS and in Section L. Personnel



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