

# Florida A&M University 2014-15 Work Plan



**Florida A&M University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

STATE UNIVERSITY SYSTEM *of* FLORIDA | **Board of Governors**



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



## TABLE OF CONTENTS

### 1. STRATEGY

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

### 2. PERFORMANCE BASED FUNDING METRICS

### 3. PREEMINENT RESEARCH UNIVERSITY METRICS

### 4. OTHER KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

### 5. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

### 6. DEFINITIONS



## MISSION STATEMENT (What is your purpose?)

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/ research institution will continue to provide mechanisms to address emerging issues through innovative research, engaging cooperative and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

## VISION STATEMENT (What do you aspire to?)

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health-related disciplines, with an expectation of increased external funding. Although we have realized efficiencies and made strides in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

Florida A&M University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. With a new President taking the helm, the University will seek to capitalize on its strengths and opportunities with renewed vigor. The University's strengths include: 1) over \$50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, and 4) a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented. In order to further enhance meeting its mission, the University will continue its efforts in increasing retention and graduation rates at all degree levels; meeting labor market expectations of employers and the professions; and increasing productivity in research. Opportunities include, an amplified focus on student recruitment, retention and graduation, new leadership filling a number of interim positions, and increased expectations for performance throughout the institution. Foremost among the challenges for improvement is the need for additional funding to offset the \$30 million annual cut in state funds since 2008-09 which included the loss of many faculty lines. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in STEM disciplines, which includes the FAMU-FSU College of Engineering.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### 1. **Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates**

Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year experience activities; increasing student engagement in curricular and co-curricular initiatives; strengthening peer mentoring program; increasing career development opportunities; providing academic success workshops; offering professional development opportunities for faculty/advisors; and enhancing the electronic monitoring of student progression via Blackboard Analytics. The University has invested in several of these activities designed to increase student retention and progression in the past three years, partly from tuition differential funds. The strategies are beginning to yield results as indicated in the Annual Accountability Report, showing an increase of seven percent ( 7%) in a single year to the retention rate of students earning a 2.0 GPA or higher. Additionally, FAMU has established community college scholarships to assist students financially as they transition to the institution. The Office of Enrollment Management has designated staff to communicate personally with each Florida College System institution concerning applicants and available support services.

### 2. **Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines**

Several key initiatives are under way to increase the enrollment and number of STEM and Health graduates, including targeting \$3.9 million from a Title III federal grant program to support retention, progression and graduation in STEM; a NSF grant to revamp and enhance approach for educating STEM students in lower-division courses; and hiring up to 13 tenure-track faculty in biology, chemistry, computer and information sciences, and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students.

### 3. **Increase the pass rates on licensure examinations**

The FAMU Board of Trustees has established increasing pass rates on licensure examinations as a goal and set target pass rates for the programs in which passing licensure or certification is a condition of employment in the field. Each of the programs has developed detailed plans to guide their progress in accomplishing stated goals. The plans include a variety of strategies throughout the respective disciplinary matriculation process, beginning with the first year and continuing through graduation. The established strategies are beginning to yield results. Almost all the programs have experienced an increase in pass rates. It is expected that all pass rates will continue to increase until they meet or exceed the established targets.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	-3%	60%	61%	62%	65%	66%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	5%	\$30,000	\$32,000	\$34,000	\$35,000	\$35,000
Average Cost per Bachelor's Degree [Instructional Costs to the University]	2%	\$37,250	\$36,000	\$36,000	\$34,000	\$30,000
FTIC 6 year Graduation Rate [Includes full- and part-time students]	2%	41%	41%	42%	43%	44%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2 ]	7%	72%	73%	73%	76%	77%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-3%	65%	63%	62%	61%	61%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	2%	50%	50%	51%	52%	53%
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	-5%	44%	44%	45%	46%	47%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Board of Governors Choice Metric</b>						
Percent of Bachelor's Degrees Without Excess Hours	n/a	31%	33%	35%	37%	39%
<b>Board of Trustees Choice Metric</b>						
Percent of R&D funded from External Sources	-8%	80%	83%	85%	86%	86%

Note: Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

FAMU achieved its stated goal of increasing the number of baccalaureate programs ranked in the top 10 in 2012-13. From 2008-09, FAMU increased its national rankings for the production of African American baccalaureate graduates, by discipline, from five in the top 10 in 2008-09 to twelve in 2012-13, resulting in a 140% overall change for those years.

*Source: Diverse Issues in Higher Education, 2013 Publication using 2011-2012 data*

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	3%	1,438	1,420	1,445	1,460	1,500
High School GPA	5%	3.21	3.32	3.40	3.45	3.50
Professional/Licensure Exam First-time Pass Rates <sup>1</sup>						
Exams Above Benchmarks	n/a	1	1	2	2	3
Exams Below Benchmarks	n/a	4	4	3	3	2
<b>Operational Efficiency</b>						
Freshman Retention Rate	4%	82%	83%	84%	85%	85%
FTIC Graduation Rates						
In 4 years (or less)	0%	11%	12.6%	13.6%	14.6%	18.0%
In 6 years (or less)	1%	41%	42%	43%	44%	48%
AA Transfer Graduation Rates						
In 2 years (or less)	7%	24%	24%	27%	30%	32%
In 4 years (or less)	-7%	61%	62%	64%	67%	70%
Average Time to Degree (for FTIC)	0%	5.5 yrs	5.3 yrs	5.1 yrs	4.9 yrs	4.8 yrs
<b>Return on Investment</b>						
Bachelor's Degrees Awarded	3%	1,489	1,452	1,467	1,481	1,496
Percent of Bachelor's Degrees in STEM	1%	18%	17%	17%	17%	17%
Graduate Degrees Awarded	16%	678	607	613	645	690
Percent of Graduate Degrees in STEM	1%	9%	12%	12%	12%	14%
Annual Gifts Received (\$M)	-36%	\$ 3.2 M	\$ 3.3 M	\$ 5.5 M	\$ 5.7 M	\$ 5.7 M
Endowment (\$M)	1.28%	\$ 80.1 M	\$ 80.2 M	\$ 80.5 M	\$ 80.7 M	\$ 81.2 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	100%	1	1	1	2	2
National Academy Members	n/a	0	0	0	0	0
Number of Post-Doctoral Appointees*	567%	20	19	20	22	23
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	0 of 8	0 of 8	0 of 8	0 of 8	1 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	4.9%	\$51.1 M	\$ 50.0 M	\$ 52.5 M	\$ 55.1 M	\$ 57.9 M
Science & Engineering Research Expenditures (\$M)	3.5%	\$ 34.3 M	\$ 33.6 M	\$ 35 M	\$ 37.8 M	\$ 39.7 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-3.3%	\$ 26.4 M	\$ 25.9 M	\$ 27 M	\$ 32.3 M	\$ 33.9 M
Percent of Research Expenditures funded from External Sources	-2.1%	80%	83%	85%	86%	86%
Patents Issued	500%	5	4	5	7	9
Licenses/Options Executed	0.0%	0	0	2	3	4
Licensing Income Received (\$M)	-100%	\$ 0	\$ 0	\$ 20,000	\$ 30,000	\$ 50,000
Number of Start-up Companies	0.0%	0	1	2	2	4
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>214</u> 207	<u>241</u> 206	<u>239</u> 215	<u>230</u> 216	<u>220</u> 215
Research Doctoral Degrees Awarded	21%	23	22	24	25	26
Professional Doctoral Degrees Awarded	32%	378	340	347	354	361
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>13</b>	<b>9</b>	<b>25</b>	<b>24</b>	<b>25</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year’s Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metric #1: Bachelor’s Degrees Awarded to Minorities (includes: Black, Asian, Hispanic, Native, Mixed)	5%	1,432	1,394	1,408	1,422	1,436
Metric #2: Percent of Course Sections Offered via Distance and Blended Learning	1.7%	1.7%	2.0%	2.2%	2.4%	2.6%
Metric #3: Percentage of Eligible Programs with Specialized Accreditation (** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation)	Cannot compute meaningful comparison as several programs terminated in 2010-11	90%	86.44%	85.25%	83.87%	83.87%

To further distinguish the university’s distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university’s own strategic plan.

**Goal 1.** Increase the production of graduate degrees awarded to African Americans in the academic programs.

Metric: Number of graduate degrees awarded to African Americans.	13.1%	519	476	481	510	550
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**Goal 2.** Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines.

Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in the production of African American graduates.	-11.8%	17	18	20	20	21
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## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15* Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 96.6	\$ 110.50
Tuition	\$ 72.2	\$ 72.45
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 168.8</b>	<b>\$ 182.95</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	n/a	n/a
Tuition	n/a	n/a
<b>TOTAL HSC</b>	<b>n/a</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	n/a	n/a
Tuition	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 168.8</b>	<b>\$ 182.95</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 41.3	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 53.2	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 73.0	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	n/a	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 167.5</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 336.3</b>	<b>n/a</b>

Note: \* Data is preliminary until the Governor approves. The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June 2014 Board meeting.



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
Percent Increase	12.0%	1.3%	0.0%	0.0%	0.0%
Required Fees <sup>1</sup>	\$1,583	\$1,583	\$1,583	\$1,583	\$1,583
<b>TOTAL TUITION AND FEES</b>	<b>\$5,774</b>	<b>\$5,826</b>	<b>\$5,826</b>	<b>\$5,826</b>	<b>\$5,826</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	86%	84%	85%	86%	85%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$28,144	\$29,554	\$29,702	\$31,251	\$29,663
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	16.5%	18.3%	18.9%	14.6% <i>draft</i>	13.1%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,553	\$1,138	\$9,356	\$1,214	\$2,192	<b>\$18,453</b>
AT HOME	\$4,553	\$1,138	\$2,212	\$1,712	\$2,558	<b>\$12,173</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	3,749	65%	\$8,150	-\$1,727	\$7,167	\$6,326
\$40,000-\$59,999	689	12%	\$11,154	\$711	\$4,812	\$6,606
\$60,000-\$79,999	384	7%	\$13,149	\$2,558	\$3,027	\$6,488
\$80,000-\$99,999	273	5%	\$13,353	\$2,710	\$2,929	\$6,491
\$100,000 Above	527	9%	\$13,395	\$2,860	\$2,738	\$5,523
Missing*	187	3%		\$5,412	\$104	\$75
<b>TOTAL</b>	<b>5,809</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$9,912</b>	<b>-\$300</b>	<b>\$5,786</b>	<b>\$6,104</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*:



the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$36.38
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<p>Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates</p>	<p>The percent of students retained in the second year with a GPA of 2.0 or greater increased to 82% in 2012-2013; a dramatic 7% percent increase in just one year. Further, the six-year graduation rate increased by 2% to 41%. The following are some of the enhancements made in the past year using tuition differential funds:</p> <ul style="list-style-type: none"> <li> <p>• <b>Academic Advisement</b> Continued funding of 21 advisor/counselor positions to serve students in developmental (remedial) education and colleges and schools as well as the following retention initiatives – Online Academic Advisement Module, Career Development, Student Debt, Transfer Student Services, and Testing.</p> </li> <li> <p>• <b>Advisor Training</b> The professional development and training program for academic advisors/counselors was fully implemented in Fall 2011. The program is on-going and updated for effectiveness. In 2013-14, professional development included university-wide advisor workshops, a webinar, and additional training sessions on specific topics such as Intrusive Advising Model, Black Board Analytics, Black Board Connect, the Online Academic Curriculum Mapping/Advisement Module, Student Debt Management, Satisfactory Academic Progress (SAP) Process, Change of Major Process, and Best Practices in Retention.</p> </li> <li> <p>• <b>Developmental Education/Testing</b> A Testing Services Advisor/Counselor was hired in May 2013 to assist with administration of the Post Readiness Assessment Test (PERT), and advise and place freshmen students in the appropriate developmental education (remedial) courses that will enhance academic preparedness and increase opportunities for academic success.</p> </li> <li> <p>• <b>Career Development</b> The Career Development curriculum has been developed with faculty input and fully implemented in Fall 2013. Two career advisors were hired in Fall 2012. Career development outreach is provided to freshmen and sophomore students. Over 2,162 student contacts have been made since Spring 2013.</p> </li> </ul>





Career development advising assists students to identify appropriate majors. In the Fall 2013 semester, 361 First Time in College (FTIC) students without a declared degree were enrolled at the University. At the end of the semester, 270 (75%) of the students declared a major.

- **First Year Experience**

The First Year Experience (FYE) course, piloted in 2011-12, was fully implemented in 2012-13. The First Year Experience program includes a mandatory course (SLS-1101) for all freshmen students.

- **Peer Mentoring**

Tuition Differential funding was utilized to provide forty (40) Peer Mentors with book stipends (\$500 each) for the 2013-2014 academic year.

- **Academic Success Workshops**

Academic Success Workshops were held for students in Fall 2013 and Spring 2014 regarding Time Management, Study Skills Improvement, Test Taking Skills, Learning Styles, Career Development, Financial Literacy, Critical Thinking Skills, Conflict Resolution, Ethics, Health and Wellness, Resume' Building, etc.

- **Academic Success Course**

The Academic Success Course curriculum has been developed with faculty input. The course was implemented in Spring 2014. The course assists at-risk students and students on academic warning or probation status to develop the study skills and personal success habits that enhance learning and encourage the highest level of success.

- **Online Academic Curriculum Mapping/Academic Advisement Module (AAM)**

Two (2) academic advisors/counselors were hired in Fall 2012 to complete the Student Academic Advisement Module. The Advisement Module was fully implemented in May 2013. Outreach is provided to freshmen and sophomore students. Over 475 student contacts have been made since Summer 2013. In addition, several training sessions have been held for faculty, advisors and students.

- **Tutorial Labs**

Six (6) tutorial labs were fully implemented in Fall 2013. In August 2013, the responsibility for providing tutorial services for student-athletes was transferred to the Office of University Retention. Tuition differential funding was utilized to hire three (3) tutors and one (1) on-site Tutorial Lab to assist in improving the Academic Progress Rate



	<p>(APR) of student-athletes.</p> <p>By the end of Fall 2013, a total of 1,757 students utilized the tutorial labs and the overall pass rate for all enrolled courses by first-time-in-college students who utilized tutorial labs was 82.4%, which was a statistically significant higher passing rate than students who did not utilize tutorial labs.</p> <ul style="list-style-type: none"> <li> <b>Student Debt Management Program</b>                      Two (2) Student Debt Advisors /Counselors were hired in Fall 2012 to provide financial literacy outreach to freshmen and sophomore students to decrease student debt and loan default rates. Over 15,239 student contacts have been made since Spring 2013.                 </li> </ul>
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	32
Total Number of Advisors Hired or Retained (funded by tuition differential):	21
Total Number of Course Sections Added or Saved (funded by tuition differential):	656
<b>2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)</b>	
	<b>University Update on Each Initiative</b>
Need based aid	A total of 1,388 students received need based aid awards from 30% of the tuition differential funds.
<b>Additional Information (estimates as of April 30, 2014):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,388
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,416
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$216
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,645



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2013-14	2014-15
	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	32.00	32.00
Advisors	20.84	20.84
Staff	1.00	1.00
Total FTE Positions:	53.84	53.84
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 3,306,171	\$ 1,618,421
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 3,306,171	\$ 1,618,421
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 7,998,000	\$ 7,198,200
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward	-	-
Balance	-	-
Total Receipts / Revenues:	\$ 7,998,000	\$ 7,618,421
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 3,920,993	\$ 3,748,938
Other Personal Services	1,124,421	1,104,421
Expenses	151,724	32,492
Operating Capital Outlay	-	-
Student Financial Assistance	2,399,212	2,159,460
Expended From Carryforward Balance	2,089,212	1,732,803
**Other Category Expenditures	-	-
Total Expenditures:	\$ 9,685,750	\$ 8,778,113
<b>Ending Balance Available:</b>	<b>\$ 1,618,421</b>	<b>\$ 38,508</b>

\*Since the 2013-14 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<b>University: Florida A&amp;M University</b>							
<b>Undergraduate Students</b>	Actual			Projected			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$139.70</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>
% Change		12.0%	1.3%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$0.00	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UMF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Fees</b>	<b>\$39.55</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$164.29</b>	<b>\$188.16</b>	<b>\$189.91</b>	<b>\$189.91</b>	<b>\$189.91</b>	<b>\$189.91</b>	<b>\$189.91</b>
% Change		14.5%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$59.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$124.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>
% Change		-47.6%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,191.00</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,434.50</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,176.70</b>	<b>\$5,774.80</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		11.6%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	<b>\$398.02</b>	<b>\$398.02</b>	<b>\$398.02</b>	<b>\$398.02</b>	<b>\$398.02</b>	<b>\$398.02</b>	<b>\$398.02</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,114.30</b>	<b>\$15,563.10</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,003.00</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$17,117.30</b>	<b>\$17,715.40</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		3.5%	0.3%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$8,826.20	\$8,942.00	\$9,140.00	\$10,896.00	\$11,172.64	\$11,459.68	\$11,759.20
\$ Change		\$115.80	\$198.00	\$1,756.00	\$276.64	\$287.04	\$299.52
% Change		1.3%	2.2%	19.2%	2.5%	2.6%	2.6%

<sup>1</sup> can be no more than 5% of tuition.

<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.

<sup>2</sup> as approved by the Board of Governors.

<sup>4</sup> combine the most popular housing and dining plans provided to students (FAMU Village used for projections)



### ENROLLMENT PLANNING

#### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	-32%	3,101	35%	3,043	35.2%	3,447	38.0%	3,846	41.1%
FTIC (Profile Admit)**	13%	4,022	46%	3,946	45.6%	3,746	41.3%	3,418	36.6%
AA Transfers*	-9%	938	11%	920	10.6%	1,129	12.4%	1,329	14.2%
Other Transfers	28%	756	9%	742	8.6%	749	8.6%	755	8.6%
<b>Subtotal</b>	<b>-9%</b>	<b>8,817</b>	<b>100%</b>	<b>8,651</b>	<b>100.0%</b>	<b>9,071</b>	<b>100.0%</b>	<b>9,348</b>	<b>100.0%</b>
<b>GRADUATE STUDENTS</b>									
Master's	-31%	620	35%	608	34.9%	683	35.6%	814	37.7%
Research Doctoral	87%	275	15%	270	15.5%	292	15.2%	332	15.4%
Professional Doctoral	-3%	884	50%	867	49.7%	945	49.2%	1,015	47.0%
<b>Subtotal</b>	<b>-9%</b>	<b>1,779</b>	<b>100%</b>	<b>1,746</b>	<b>100.0%</b>	<b>1,920</b>	<b>100.0%</b>	<b>2,161</b>	<b>100.0%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-27%</b>	<b>138</b>		<b>135</b>		<b>137</b>		<b>138</b>	
<b>MEDICAL</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>	
<b>TOTAL</b>	<b>-9%</b>	<b>10,734</b>		<b>10,532</b>		<b>11,128</b>		<b>11,647</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

\*\* The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. New Profile Admits admitted in the fall were drastically reduced from 78% in fall 2009 to 28% in fall 2013 and will be 20% or less in fall 2014 as required by the FAMU BOT.

#### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	n/a***	36	.5%	65	1.1%	110	1.7%	250	3.8%
HYBRID (50%-79%)	-100%	0	0%	30	0.50%	90	1.4%	240	3.6%
TRADITIONAL (<50%)	-.4	6,517	99.5%	5,857	98.4%	6,089	96.8%	6,092	92.6%
<b>TOTAL</b>	<b>.1%</b>	<b>6,553</b>	<b>100%</b>	<b>5,952</b>	<b>100.0%</b>	<b>6,289</b>	<b>100%</b>	<b>6,582</b>	<b>100.0%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	n/a***	0	0%	0	0.0%	75	5.4%	250	17.2%
HYBRID (50%-79%)	n/a***	0	0%	0	0.0%	50	3.6%	200	13.8%
TRADITIONAL (<50%)	-2.2%	1,446	100%	1,315	100.0%	1,264	91.00%	1,004	69.1%
<b>TOTAL</b>	<b>-.3%</b>	<b>1,446</b>	<b>100%</b>	<b>1,315</b>	<b>100.0%</b>	<b>1,389</b>	<b>100%</b>	<b>1,454</b>	<b>100.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49%



of instruction (per SUDS data element 2052). \*\*\*The percent change cannot be calculated since the offering in 2010-11 was zero.



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	2,837	3,601	2,835	2,996	3,136	3,197	3,261	3,327	3.3%
UPPER	2,584	2,868	2,582	2,728	2,855	2,912	2,971	3,030	3.3%
GRAD I	328	475	328	346	362	370	377	385	3.3%
GRAD II	850	803	849	897	939	958	977	997	3.3%
<b>TOTAL</b>	<b>6,599</b>	<b>7,747</b>	<b>6,594</b>	<b>6,967</b>	<b>7,292</b>	<b>7,437</b>	<b>7,586</b>	<b>7,739</b>	<b>3.3%</b>
<i>Non- Resident</i>									
LOWER	283	n/a	282	299	311	319	325	331	3.3%
UPPER	253	n/a	253	267	280	285	291	297	3.3%
GRAD I	47	n/a	47	50	52	53	54	55	3.3%
GRAD II	91	n/a	91	96	101	103	105	107	3.3%
<b>TOTAL</b>	<b>674</b>	<b>1,119</b>	<b>673</b>	<b>712</b>	<b>744</b>	<b>760</b>	<b>775</b>	<b>790</b>	<b>3.3%</b>
<b>TOTAL</b>									
LOWER	3,120	n/a	3,117	3,294	3,447	3,516	3,587	3,659	3.3%
UPPER	2,837	n/a	2,835	2,995	3,135	3,197	3,261	3,327	3.3%
GRAD I	375	n/a	375	396	414	423	431	440	3.2%
GRAD II	941	n/a	940	993	1,040	1,061	1,082	1,103	3.2%
<b>TOTAL</b>	<b>7,273</b>	<b>8,866</b>	<b>7,267</b>	<b>7,678</b>	<b>8,036</b>	<b>8,197</b>	<b>8,361</b>	<b>8,528</b>	<b>3.3%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	326	n/a	326	326	326	326	326	326	0%
UPPER	219	n/a	219	219	219	219	219	219	0%
GRAD I	67	n/a	68	69	70	71	72	73	1.4%
GRAD II	13	n/a	13	13	13	13	13	13	0%
<b>TOTAL</b>	<b>625</b>	<b>n/a</b>	<b>626</b>	<b>627</b>	<b>628</b>	<b>629</b>	<b>630</b>	<b>631</b>	<b>0.2%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

<i>Medical Doctorate Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<i>Dentistry Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<i>Veterinary Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>





## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Environmental Studies	03.0103	STEM	FGCU, FIU		78	06-2014
Interdisciplinary Studies	30.0000	No	UCF, UNF (also FIU, UF, USF in CIP 30.9999)	FIU, UCF	175	06-2014
Food Science	01.1001	STEM	UF		70	01-2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						
Doctor of Nursing Practice	51.3818	CRIT: HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web- assisted), UCF, UNF, UF	60	06-2015

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Digital Media	09.0702	STEM	FAU, FGCU		60	06-2016
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Health Informatics	51.0706	CRIT: HEALTH	UCF	UCF, USF		10-2015
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF			
Computational Science	30.3001	STEM	FSU			
<b>DOCTORAL PROGRAMS</b>						
Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF		20	06-2017
Public Health (PhD)	51.2201	CRIT: HEALTH	FIU, UF, USF		25	04-2016
Biology	26.0101	STEM	FAU, FIU, FSU, USF		20	06-2017





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Computational Science	30.3001	STEM	FSU		20	06-2016
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## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

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

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

#### Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

#### University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).



**Freshmen in Top 10% of High School Class**

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

**Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.

Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.

Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).





## Goals Specific to Research Universities

### Academic Quality

### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 minus table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*



<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**  
 This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
 Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**  
 This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
 Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**  
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

<b>Three Year CDR</b>			
<b>Cohort Fiscal Year</b>	<b>Year Published</b>	<b>Borrowers in the Numerator Borrowers in the Denominator</b>	<b>3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)</b>
<b>2009</b>	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	<u>10/01/2008 to 9/30/2011</u> 10/01/2008 to 9/30/2009
<b>2010</b>	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	<u>10/01/2009 to 9/30/2012</u> 10/01/2009 to 9/30/2010
<b>2011</b>	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	<u>10/01/2010 to 9/30/2013</u> 10/01/2010 to 9/30/2011
<b>2012</b>	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	<u>10/01/2011 to 9/30/2014</u> 10/01/2011 to 9/30/2012
<b>2013</b>	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	<u>10/01/2012 to 9/30/2015</u> 10/01/2012 to 9/30/2013
<b>2014</b>	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	<u>10/01/2013 to 9/30/2016</u> 10/01/2013 to 9/30/2014
<b>2015</b>	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015