

UCF

2016 Work Plan



University of Central Florida
*University Work Plan Presentation
for Board of Governors June 2016 Meeting*

BOT APPROVED 5/31/2016

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' 2025 System Strategic Plan 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. 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.

Longer-term goals 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. KEY PERFORMANCE INDICATORS
 - a. Teaching & Learning
 - b. Scholarship, Research and Innovation
 - c. Institution Specific Goals
5. ENROLLMENT PLANNING
6. ACADEMIC PROGRAM COORDINATION
7. STUDENT DEBT & NET COST
8. UNIVERSITY REVENUES
9. TUITION, FEES AND HOUSING PROJECTIONS
10. DEFINITIONS



MISSION STATEMENT *(What is your purpose?)*

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

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

In its new strategic plan, UCF has defined Our Impact:

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.



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.

In its new strategic plan, UCF has defined five areas of focus that collectively represent what UCF calls Our Promise:

- 1. Harness the power of scale to transform lives and livelihoods.** Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and will continue to pursue both to fulfill its mission.
- 2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us.** Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
- 3. Deploy our distinctive assets to solve society's greatest challenges.** UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
- 4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.** Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation for excellence.
- 5. Innovate academic, operational and financial models to transform higher education.** As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

STRENGTHS AND OPPORTUNITIES (within 3 years)

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

Strengths: High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 DirectConnect to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

Opportunities: Develop the recently approved UCF Downtown campus to create a hub for digital media, communications, and community, as well as public affairs and health; increase quality and efficiencies of student success by means of the University Innovation Alliance and the Florida Consortium for Metropolitan Research Universities; add tenure-track and tenured faculty members to enhance educational quality and research impact.

Challenges: High student-to-faculty ratio, constrained academic and research space, and high transfer population resulting in a greater proportion of major-specific course offerings that are more costly than general education course work.



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 - Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members while boosting UCF's growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

2 - Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "Doctoral University: Highest Research Activity" institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade. 2020 target is \$250 million in research grants.

3 - Student Success: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updating current advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate and a 75 percent six-year graduate rate.



PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	64.3% 2012-13	64.7% 2013-14	65% 2014-15	66% 2015-16	67% 2016-17	68% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$34,900 2012-13	\$36,200 2013-14	\$36,600 2014-15	\$37,000 2015-16	\$37,300 2016-17	\$37,600 2017-18
Cost per Bachelor's Degree <i>Costs to the University</i>	\$22,430 2010-14	\$24,190 2011-15	\$24,500 2012-16	\$24,663 2013-17	\$24,812 2014-18	\$24,988 2015-19
FTIC 6 year Graduation Rate <i>for full- and part-time students</i>	69.2% 2008-14	70.1% 2009-15	70% 2010-16	72% 2011-17	73% 2012-18	74% 2013-19
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	85.0% 2013-14	86.6% 2014-15	88% 2015-16	89% 2016-17	90% 2017-18	91% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	48.9% 2013-14	49.7% 2014-15	50% 2015-16	51% 2016-17	52% 2017-18	53% 2018-19
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	38.4% Fall 2013	39.0% Fall 2014	40% Fall 2015	40% Fall 2016	41% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	57.4% 2013-14	61.7% 2014-15	62% 2015-16	62% 2016-17	62% 2017-18	63% 2018-19
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	66.9% 2013-14	69.2% 2014-15	69% 2015-16	70% 2016-17	71% 2017-18	71% 2018-19
UBOT METRIC: Bachelor' Degrees Awarded Annually	12,372 2013-14	12,629 2014-15	12,850 2015-16	13,100 2016-17	13,325 2017-18	13,500 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH- MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.0 1261 Fall 2015	4.0 1263 Fall 2016	4.0 1265 Fall 2017	4.1 1267 Fall 2018	4.1 1270 Fall 2019
Public University National Ranking <i>in more than one national ranking</i>	Top 50	1 2016	2 2017	2 2018	3 2019	3 2020
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	89% 2014-15	89% 2015-16	90% 2016-17	91% 2017-18	92% 2015-16
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	70.4% 2009-15	70% 2010-16	72% 2011-17	73% 2012-18	74% 2013-19
National Academy Memberships	6	1 2016	2 2017	3 2018	4 2019	6 2020
Science & Engineering Research Expenditures (\$M)	\$200 M	\$170 2014-15	\$174 2015-16	\$182 2016-17	\$189 2017-18	\$202 2018-19
Non-Medical Science & Engineering Research Expenditures (\$M)	\$150 M	\$168 2014-15	\$171 2015-16	\$176 2016-17	\$181 2017-18	\$184 2018-19
National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i>	Top 100 in 5 of 8 disciplines	7 2013-14	7 2014-15	7 2015-16	7 2016-17	7 2017-18
Patents Awarded <i>over 3 year period</i>	100	179 2013-15	208 2014-16	217 2015-17	229 2016-18	240 2017-19
Doctoral Degrees Awarded Annually	400	423 2014-15	445 2015-16	455 2016-17	465 2017-18	475 2018-19
Number of Post-Doctoral Appointees	200	55 Fall 2012	52 Fall 2013	64 Fall 2014	68 Fall 2015	85* Fall 2016
Endowment Size (\$M)	\$500 M	\$151 2014-15	\$169.1 2015-16	\$181.6 2016-17	\$193.6 2017-18	\$200.0 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		6	7	8	8	10

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.

* UCF projects 180 post-doctoral appointees by Fall 2019.



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	31% Fall 2014	33% Fall 2015	34% Fall 2016	35% Fall 2017	36% Fall 2018	37% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	4 of 5 2013-14	5 of 5 2014-15	5 of 5 2015-16	5 of 5 2016-17	5 of 5 2017-18	5 of 5 2018-19
4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i>	4.6 2013-14	4.4 2014-15	4.3 2015-16	4.2 2016-17	4.1 2017-18	4.1 2018-19
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	40% 2010-14	40% 2011-15	42% 2012-16	43% 2013-17	44% 2014-18	45% 2015-19
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	12,372 2013-14	12,629 2014-15	12,850 2015-16	13,100 2016-17	13,325 2017-18	13,500 2018-19
9. Graduate Degrees Awarded <i>First Majors Only</i>	2,918 2013-14	2,673 2014-15	2,770 2015-16	2,800 2016-17	2,825 2017-18	2,950 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
11. Adult (Aged 25+) Undergraduates Enrolled	21% Fall 2013	21% Fall 2014	21% Fall 2015	22% Fall 2016	22% Fall 2017	23% Fall 2018
12. Percent of Undergraduate FTE in Online Courses	28% 2013-14	30% 2014-15	31% 2015-16	32% 2016-17	33% 2017-18	35% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	30% 2013-14	33% 2014-15	34% 2015-16	35% 2016-17	36% 2017-18	36% 2018-19
18. Percent of Graduate Degrees in STEM & Health	41% 2013-14	44% 2014-15	45% 2015-16	45% 2016-17	46% 2017-18	46% 2018-19
IMPROVING METRICS		8 of 11	9 of 11	9 of 11	9 of 11	7 of 11



KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan) **ONLY RESEARCH UNIV**

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	7 2012	6 2013	12 2014	14 2015	15 2016	18 2017
22. Total Research Expenditures (\$M)	\$185.6 2013-14	\$215.5 2014-15	\$218 2015-16	\$226 2016-17	\$238 2017-18	\$250 2018-19
23. Research Expenditures Funded from External Sources	46% 2013-14	50% 2014-15	53% 2015-16	54% 2016-17	55% 2017-18	56% 2018-19
25. Licenses/Options Executed	17 2012-13	23 2013-14	31 2014-15	33 2015-16	34 2016-17	36 2017-18
26. Number of Start-up Companies Created	3 2012-13	8 2013-14	10 2014-15	12 2015-16	14 2016-17	16 2017-18
IMPROVING METRICS		4 of 5	5 of 5	5 of 5	5 of 5	5 of 5

Institution Specific Goals (optional)

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

College of Medicine. Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. As the third M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education, graduation and residency placement of future classes, expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17, a fully-enrolled medical education program with 480 students in 2016-17, expansion of the Graduate Medical Education Program (residency and/or fellowship programs), and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
M.D. Enrollment	420 2014-15	460 2015-16	480 2016-17	480 2017-18	480 2018-19	480 2019-20
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	55% 2014-15	56% 2015-16	81% 2016-17	94% 2017-18	100% 2018-19	100% 2019-20



ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	24,239	24,690	25,209	25,807	26,267	26,727	27,211
AA Transfers ¹	21,332	21,691	22,222	22,461	22,632	22,890	23,387
Other ²	5,474	5,886	6,643	6,722	6,773	6,850	6,999
Subtotal	51,045	52,267	54,074	54,990	55,672	56,467	57,597
GRADUATE³							
Master's	5,705	5,415	5,663	5,931	6,079	6,198	6,344
Research Doctoral	1,707	1,757	1,724	1,816	1,922	2,006	2,086
Professional Doctoral	591	634	625	658	697	727	756
Subtotal	8,003	7,806	8,012	8,405	8,698	8,931	9,186
UNCLASSIFIED							
H.S. Dual Enrolled	27	27	42	45	48	52	55
Other ⁴	695	721	888	750	963	1,048	1,088
Subtotal	722	748	930	795	1,011	1,100	1,143
TOTAL	59,770	60,821	63,016	64,190	65,381	66,498	67,926

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate, and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	12,433	12,807	13,559	14,525	15,393	16,134	17,177
Hybrid (50-79%)	3,054	3,208	3,644	4,158	4,404	4,542	4,712
Traditional (0-50%)	30,078	29,124	28,593	28,599	28,307	28,214	27,756
Subtotal	45,565	45,138	45,796	47,282	48,104	48,890	49,645
GRADUATE							
Distance (80-100%)	1,707	1,594	1,539	1,591	1,690	1,762	1,822
Hybrid (50-79%)	645	683	666	637	666	689	712
Traditional (0-50%)	3,540	3,461	3,313	3,304	3,445	3,569	3,684
Subtotal	5,892	5,738	5,518	5,532	5,801	6,020	6,219

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national 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** 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).



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	14,975	15,375	15,635	15,891	16,136	16,444	16,726	16,792	1.4%
UPPER	28,506	29,126	29,639	30,124	30,589	31,167	31,701	31,824	1.4%
GRAD I	3,137	3,140	3,287	3,393	3,468	3,558	3,661	3,774	2.6%
GRAD II	779	700	738	778	828	868	906	902	4.1%
TOTAL	47,397	48,341	49,299	50,185	51,021	52,037	52,993	53,262	1.6%
NON RESIDENT									
LOWER	736	980	997	1,013	1,029	1,048	1,066	1,070	1.4%
UPPER	875	992	1,010	1,026	1,042	1,062	1,080	1,084	1.4%
GRAD I	506	534	559	577	590	605	623	637	2.6%
GRAD II	623	662	697	735	782	820	856	852	4.1%
TOTAL	2,740	3,168	3,263	3,351	3,443	3,536	3,625	3,644	2.2%
TOTAL									
LOWER	15,711	16,355	16,632	16,904	17,165	17,492	17,792	17,862	1.4%
UPPER	29,382	30,119	30,649	31,150	31,631	32,229	32,781	32,909	1.4%
GRAD I	3,643	3,674	3,847	3,970	4,058	4,163	4,283	4,381	2.6%
GRAD II	1,401	1,362	1,435	1,512	1,610	1,688	1,762	1,755	4.1%
TOTAL	50,137	51,510	52,562	53,536	54,464	55,573	56,618	56,906	1.6%
NOT STATE FUNDABLE									
LOWER	313	446	454	461	468	477	485	487	1.4%
UPPER	390	363	369	375	381	388	395	397	1.4%
GRAD I	444	476	498	515	527	541	556	568	2.7%
GRAD II	30	20	21	22	24	25	26	26	4.1%
TOTAL	1,176	1,305	1,343	1,374	1,400	1,431	1,462	1,478	1.9%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	318	347	347	362	362	362	362	362	0.9%
NON-RESIDENT	102	113	113	118	118	118	118	118	0.9%
TOTAL	420	460	480	480	480	480	480	480	0.9%



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

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 2015 Work Plan list for programs under consideration for 2016-17.

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
BACHELOR'S PROGRAMS						
Environmental Studies	03.0103	STEM	FAMU, FGCU, FIU, NCF	Y-25%	270	Mar-2017
Materials Science and Engineering	14.1801	STEM	UF	N	80	Mar-2017
Nonprofit Management	44.9999	-	-	Y-100%	170	Mar-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences and Systems	30.2501	STEM	-	N	50	Mar-2017
Emergency and Crisis Mgmt	43.0302	-	FIU, UF	Y-100%	65	Mar-2017
Genetics Counseling	51.9999	HLTH	-	N	18	Jul-2016
Entrepreneurship	52.0701	-	UF, USF	N	40	Mar-2017
DOCTORAL PROGRAMS						
Data Analytics	27.0501	STEM	FSU, UF	N	25	Mar-2017
Integrative Anthropological Sciences	30.1701	-	-	N	25	Mar-2017

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

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
BACHELOR'S PROGRAMS						
Emergency Management	43.0302	-	-	N	120	Nov-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Athletic Training	51.0913	HLTH	FIU, USF-T	N	56	Jul-2017
DOCTORAL PROGRAMS						
Strategic Communication and Risk	09.0000	GAP	-	N	36	Mar-2018
Aerospace Engineering	14.0201	STEM	UF	N	30	Mar-2018
Biomedical Engineering	14.05.01	STEM	FAMU, FIU, FSU, UF, USF- T	N	30	July-2018
Nanotechnology	15.1601	STEM	-	N	30	Mar-2018
Nonprofit Management	44.0401	-	FAU, FIU, FSU	N	40	Nov-2017



STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	49%	52%	48%	50%	52%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,700	\$21,400	\$23,200	\$23,400	\$21,800
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	7.5%	7.1%	5.4%	4.3%	4.9%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,980	\$1,146	\$9,764	\$1,856	\$3,088	\$21,834
AT HOME	\$5,980	\$1,146	\$5,450	\$1,856	\$3,088	\$17,520

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	7,799	33.6%	\$13,294	-\$1,971	\$7,846	\$6,812	
\$40,000-\$59,999	2,214	9.5%	\$14,760	-\$469	\$6,302	\$5,669	
\$60,000-\$79,999	1,896	8.2%	\$16,474	\$1,071	\$4,667	\$5,983	
\$80,000-\$99,999	1,574	6.8%	\$17,083	\$1,747	\$4,115	\$6,412	
\$100,000 Above	5,333	23.0%	\$17,367	\$1,891	\$3,996	\$6,510	
Not Reported	4,399	18.9%	n/a	\$3,813	\$2,107	\$9,957	
TOTAL	23,215	100%	AVERAGE	\$15,796*	\$1,014	\$4,839	\$6,891

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 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. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	\$ 276.2	\$ 288.0
Tuition	\$ 256.0	\$ 264.5
Subtotal	\$ 532.2	\$ 552.5
Health-Science Center / Medical Schools		
State Funds	\$ 25.8	\$ 26.1
Tuition	\$ 13.7	\$ 14.9
Subtotal	\$ 39.5	\$ 41.0
E&G TOTAL	\$ 571.7	\$ 593.5
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 162.7	\$ 171.1
Contracts & Grants	\$ 119.6	\$ 113.9
Local Funds	\$ 496.6	\$ 508.1
Faculty Practice Plans	\$ 2.3	\$ 2.8

Note: State funds include recurring and non-recurring General Revenue funds, as well as Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. **Tuition also includes other revenue such as application fees, late registration fees, library fines, and miscellaneous revenues.** Source: Tables 1A & 1E of the annual Accountability Report.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	44.20	44.20	44.20	44.20	44.20	44.20	44.20
Total Base Tuition & Differential per Credit Hour	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.79	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67
Health	\$10.89	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84
Athletic	\$13.44	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32
Transportation Access	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$61.30	\$63.01	\$63.01	\$63.01	\$63.01	\$63.01	\$63.01
Total Tuition and Fees per Credit Hour	\$210.57	\$212.28	\$212.28	\$212.28	\$212.28	\$212.28	\$212.28
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10
Total Fees for 30 Credit Hours	\$1,839.00	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30
Total Tuition and Fees for 30 Credit Hours	\$6,317.10	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40
\$ Change		\$51.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid ³	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
Total per credit hour	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90
Total Fees for 30 Credit Hours	\$2,605.50	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80
Total Tuition and Fees for 30 Credit Hours	\$22,415.40	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70
\$ Change		\$51.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,394.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00
\$ Change		-\$94.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		-1.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Revenues do not include transfers.



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) 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 enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect 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.

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. Source: Accountability Report (Table 4D).

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: Accountability Report (Table 4B).

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: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

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: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

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: Accountability Report (Table 5C).



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, 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).

BOT Choice Metrics

Number of Bachelor Degrees Awarded Annually
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).

Preeminent Research University Funding Metrics

Average GPA and SAT Score

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').

Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate
(Full-time, FTIC)

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.



6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	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.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar 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/yyyymmdd->yyyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	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).
Endowment Size (\$M)	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.



Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	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. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean 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.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual 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 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.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled (Fall term)	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

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: http://mup.asu.edu/research_data.html .
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).
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).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual 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 annual Accountability Report (table 6A).



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>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	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
2010	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
2011	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
2012	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
2013	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
2014	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
2015	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