

Tuition Differential Fee Report



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

December 21, 2010

Table of Contents

Executive Summary	2
Background	3
Tuition Differential Fee Proposals and Approval Process	4
2009-10 Tuition Differential Fee Summary	6
2010-11 Tuition Differential Fee Summary	8
Performance Accountability	10
Conclusion	18
Appendix I - Subsection 1009.24(16), Florida Statute - Revised 2010	A2
Appendix II - Board Regulation 7.001 - Tuition and Associated Fees	A5
Appendix III - Board Regulation 2.002 - University Work Plans and Annual Reports	A10
Appendix IV - University Tuition Differential Fee Proposals for 2009-10	A12

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 2010.

Executive Summary

The tuition differential fee was created in statute in 2007 and was first charged by five state universities in the 2008-09 academic year. The 2009 Legislature expanded the statute to include all eleven state universities. The 2009 tuition differential fee statute includes specific provisions for need-based financial aid and performance accountability, and it set an upper limit of all tuition and fees at the national average for public universities. The universities are to use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate student support services.

The Board of Governors implemented the tuition differential fee throughout the State University System and is monitoring university implementation and performance.

- The Board's tuition and fee regulation (Appendix II) defines the process for proposing, approving, and monitoring the success of each university's tuition differential fee. This regulation includes requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.
- Most recently, the Board reviewed and approved university tuition differential fee proposals for the 2010-11 academic year. The proposals came to the Board as part of a broader annual university work plan submission, as outlined in a planning and performance monitoring regulation (Appendix III).
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.

In 2009-10, each of the eleven state universities charged a tuition differential fee, with rates ranging from \$5.74 to \$13.74 per credit hour and reported 2009-10 revenues of \$39.8 million. The funds provided \$11.9 million in need-based financial aid and \$27.8 million to support undergraduate education through investments in faculty and advisors, course offerings and course sections, and other undergraduate educational resources.

In the current (2010-11) academic year, the tuition differential fee rates range from \$12.80 to \$22.00 per credit hour. These funds will contribute an estimated \$22.8 million to institutional need-based financial aid and \$53.1 million in undergraduate educational services in addition to that financial aid.

Background

The tuition differential fee was first created in statute in 2007. The charge was levied for the first time starting in fall 2008 by the five universities authorized to do so by the Board of Governors at that time (FIU, FSU, UCF, UF, and USF). Chapter 2009-98, *Laws of Florida*, expanded the tuition differential to allow the Board of Governors to consider proposals from all eleven state universities and made other changes, as well.

The 2009 law codified a process by which each university board of trustees may annually propose to the Board of Governors (the “Board”) a tuition differential fee to improve undergraduate instruction. To balance these quality improvements with affordability, 30 percent of tuition differential revenues are to be set aside for undergraduate need-based financial aid. The law limits the annual increase in the aggregate sum of tuition and the tuition differential fee to 15 percent growth per year, and it sets a cap on in-state, undergraduate tuition and fees at the national average of four-year public institutions. The law also requires an annual report from the Board to the Legislature regarding the impacts of these new revenues on the State University System (the “System”). This report provides a summary of Board and institutions’ implementation of the tuition differential statute.

In the 2010 legislative session, the Legislature amended this statute to include explicitly the recipients of STARS prepaid scholarships as “students who exhibit financial need” and therefore qualify for tuition differential-funded need-based aid. The statutory change also clarified that waivers of the tuition differential fee granted to students receiving need-based awards may be counted toward the 30 percent need-based aid requirement.¹

¹ The tuition differential fee statute, with the 2010 changes highlighted, is in Appendix I.

Tuition Differential Fee Proposals and Approval Process

The 2010-11 university proposals for tuition differential fee increases included:

- an accounting for how 2009-10 revenues were spent;
- an outline of planned expenditures for 2010-11; and
- a description of accountability metrics by which the university will monitor the impact of the tuition differential expenditures.

Following the process outlined by the Board, university boards of trustees submitted tuition differential fee proposals to the Board of Governors. (The universities' proposals are attached in Appendix IV.) The Board of Governors met June 18-19 to receive and discuss university work plans. The work plans included the universities' tuition differential fee proposals, and the Board voted to approve the universities' proposals at that June meeting.

Proposal Framework

- A university board of trustees may submit a proposal to the Budget and Finance Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential fee to be effective with the fall academic term.
- The proposal must include the trustees' approval date, the campus or center location where the tuition differential fee will apply, the course or courses for which the tuition differential fee will be assessed, the percentage increase of the tuition differential fee from the prior year, the total amount per credit hour, the total tuition differential fee amount for 30 credit hours, and a description of the initiatives and estimated expenditures for the 70% of funds used to support undergraduate education and the 30% of funds providing student need-based financial aid.
- Each proposal must indicate how the university will monitor the success of the tuition differential fee.

Board Review and Approval

The Budget and Finance (Budget) Committee meets in June each year to review the proposals and make a recommendation on each proposal to the full Board. In addition to reviewing the proposals, the Budget Committee examines data gathered as part of the University Annual Reports, instituted pursuant to Regulation 2.002, as well as detailed reporting of financial aid sources and disbursements sufficient to ensure statutory compliance.

The Board will act upon the Budget Committee recommendation at its June meeting each year. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee. The Tuition Appeals Committee will meet

within ten days after the Board's denial to consider a university board of trustees' request for reconsideration.

Financial Aid Oversight

In accordance with the Board's Tuition and Associated Fees regulation, Board staff developed a student financial aid compliance report to ensure fulfillment of the requirement that 30 percent of revenues are expended on undergraduate need-based financial aid, and that tuition differential fee revenues are not supplanting other need-based financial aid revenues. In addition to addressing the financial aid provisions of the tuition differential fee statute, this compliance report will allow the Board to monitor university compliance with statutory and proviso language related to need-based financial aid funded by the financial aid fee and the direct appropriation to universities for financial aid.

The Board regulation also requires universities to keep the need-based financial aid revenue generated from the tuition differential fee in a separate Education and General account in order to accurately determine whether tuition differential fee revenues are being used to supplant other undergraduate need-based financial aid revenues. This policy is reflected in a new data element to the Operating Budget reports that separately identifies the amount of money budgeted and expended for undergraduate need-based financial aid. The Board's Budget and Fiscal Policy Office has added a supplemental financial schedule, entitled the Tuition Differential Collections, Expenditures, and Available Balances report, as part of its annual Operating Budget reports that details actual and estimated expenditures of tuition differential collections. This schedule captures expenditures by established categories (i.e., salary and benefits, other personal services, expenses, operating capital outlay, and student financial assistance).

2009-10 Tuition Differential Fee Summary

In 2009-10, all eleven state universities charged a tuition differential fee. Four of the universities (FIU, FSU, UF, and USF) charged \$13.74 per credit hour, the maximum allowable rate. UCF charged \$8.41 per credit hour, and the six universities that charged a tuition differential fee for the first time in 2009-10 (FAMU, FAU, FGCU, NCF, UNF, and UWF) charged \$5.74 per credit hour. USF charged its full tuition differential fee at its main campus and for undergraduate credit hours at its Health-Science Center, but its regional campuses only charged \$5.74. In total, universities generated \$39.8 million from the tuition differential fee in 2009-10, \$11.9 million in need-based financial aid and \$27.8 million to support undergraduate education.

Tuition Differential Fee Per Credit Hour and Revenues

University	Per Credit Hour Fee, 2009-10	Revenues, 2009-10
FAMU	\$5.74	\$1,102,404
FAU	\$5.74	\$2,995,868
FGCU	\$5.74	\$938,067
FIU	\$13.74	\$7,428,377
FSU	\$13.74	\$5,245,543
NCF	\$5.74	\$95,973
UCF	8.41	\$5,441,298
UF	\$13.74	\$6,228,342
UNF	\$5.74	\$1,319,264
USF-Tampa and HSC	\$13.74 at Tampa and HSC, \$5.74 at Regional Campuses	\$7,960,006
UWF	\$5.74	\$1,017,329
SUS TOTAL		\$39,772,471

Source: Board of Governors.

Seventy percent of the tuition differential fee revenue must be spent on undergraduate education. The universities reported that these revenues were used to hire additional undergraduate faculty and academic advisors and to preserve or increase course offerings.²

² A recent audit identified spending from these funds (\$36,891) erroneously supporting graduate student stipends at Florida A&M University. The University has since corrected the error and reimbursed the tuition differential account that amount.

The statute also requires that 30 percent of revenue be spent on undergraduate need-based financial aid and contains an additional non-supplanting provision regarding those funds.³ The Board's regulation [see Appendix II, section 7.001(13)(b)4] outlines for universities the parameters by which to determine compliance with that statute, and universities submitted to the Board office in December 2010 the information necessary to monitor statutory compliance.

The Board monitors compliance with this and other state financial aid-related statutes using data and narratives submitted by universities in the latter part of the calendar year. Board staff worked with university financial aid and controllers offices to compile information necessary to monitor compliance and to convey other related information about undergraduate and graduate students receiving institutional financial aid. For the 2009-10 fiscal year, universities submitted these data to the Board office in December 2010. Board staff are analyzing these financial aid submissions as well as tuition differential fee expenditure data and will provide the Board and Legislature with a supplemental report on that information in the early part of 2011.

³ Section 1009.24(16)(a), Florida Statutes includes the following: "This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources."

2010-11 Tuition Differential Fee Summary

In 2010-11, all eleven state universities are charging a tuition differential fee. The charge ranges from \$12.80 to \$22.00 per credit hour. In total, SUS institutions estimate \$74 million will be generated from the tuition differential fee in 2010-11. These funds will contribute an estimated \$22.8 million to institutional need-based financial aid and an additional \$53.1 million in undergraduate educational services.

The 2010-11 tuition differential fee proposals approved by the Board of Governors in June 2010 and subsequent data submitted with university operating budgets provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues. Universities provided additional detail in their proposals (see Appendix IV) concerning the specific dollar amounts planned for each use as well as performance indicators these investments are expected to affect.

Planned Uses of the 2010-11 Tuition Differential Fee Revenues

University	Uses
FAMU	First-year experience initiative; hire instructors to teach additional course sections
FAU	Course sections and offerings
FGCU	Hire faculty
FIU	Hire faculty/ advisors; undergraduate journals and databases; undergraduate academic support; disability services for undergraduates
FSU	Hire/train additional advisors and academic coaches, retain advisors, create tutoring center; hire faculty/instructors
NCF	Seminars in critical inquiry; Academic Resource Center
UCF	Department of Writing and Rhetoric; pre-professional advising office; English and math class size initiative; academic advising support; other undergraduate student support
UF	Hire faculty/ advisors
UNF	Hire advisors and enhance advising system; expand distance learning course options; hire faculty to add course sections
USF	Increase course offerings; hire faculty; academic advising and counseling services; registration and scheduling support
UWF	Hire faculty/instructors

Source: Board of Governors.

2010-11 Tuition Differential Fees and Estimated Revenues

Institutions	Per Credit Hour Fee	Estimated 2010-11 Revenue
FAMU	\$12.80	\$2,152,558
FAU	\$12.80	\$4,549,141
FGCU	\$12.80	\$2,762,232
FIU	\$22.00	\$11,880,422
FSU	\$22.00	\$10,572,704
NCF	\$12.80	\$242,703
UCF	\$15.88	\$13,011,795
UF	\$22.00	\$10,473,035
UNF	\$12.80	\$3,028,042
USF	\$22.00 at Tampa and HSC, \$12.80 at Regional Campuses	\$15,131,275
UWF	\$12.80	\$2,082,671
TOTAL		\$75,886,578

Source: Board of Governors.

Performance Accountability

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2011, include performance metrics related to undergraduate education that are specifically identified in the tuition differential statute. In addition, university tuition differential fee proposals and reporting will allow the Board to monitor more specifically the impact of the tuition differential fee at each university based on how the university has elected to spend those revenues. The tuition differential proposals approved by the Board may also include additional metrics individual universities identify in order to track more specifically the impact of the institution's particular uses of the tuition differential fee revenues.

The Board's 2010 Annual Report will contain these statutory performance measures and additional data and narratives. This performance monitoring will inform the Board's review of future tuition differential proposals.

Statutory Performance Measures

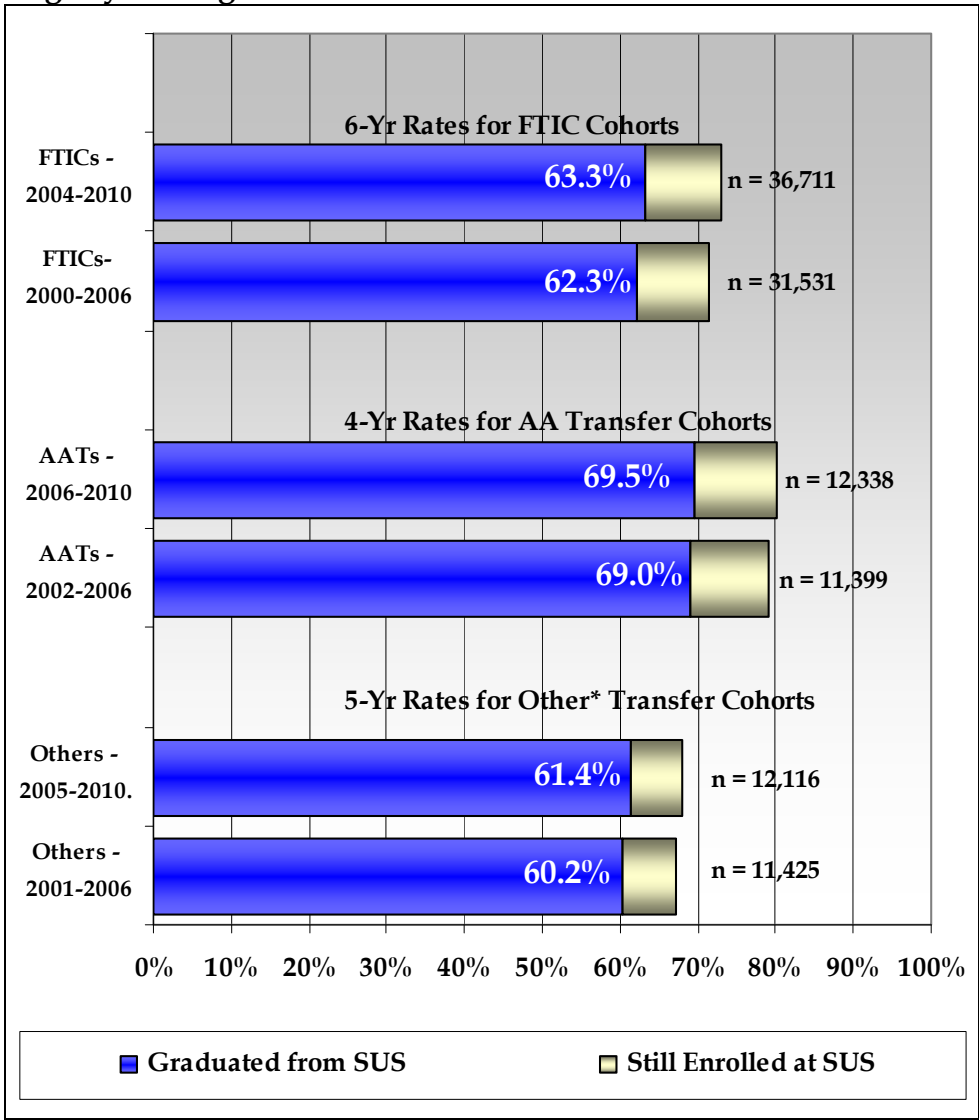
Section 1009.98(16)(e)5, Florida Statutes, lists a set of measures, at a minimum, that universities shall report to the Board.

"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses."

Retention and Graduation Rates

The chart below shows the change over the last five years in the System-wide six-year retention and graduation rate for cohorts of first-time-in-college students (or FTIC students, usually those following a more traditional path of entering the university directly from high school), the four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and the five-year rate for “Other” transfers (those not in the other two groups).

System-Wide Undergraduate Retention and Graduation Rates Have Improved Slightly During the Last Five Years



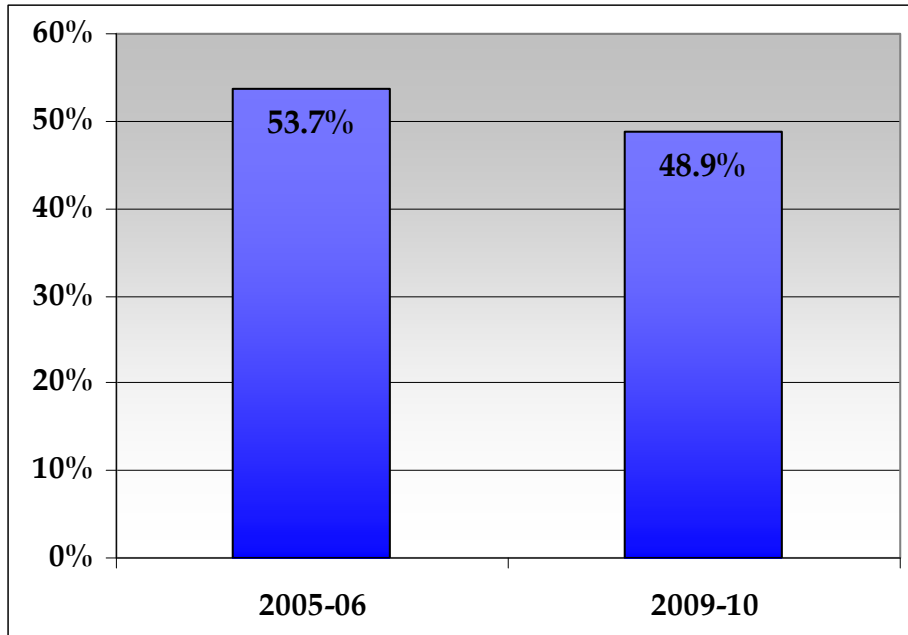
Source: Board of Governors.

Note: Federal reporting requirements focus exclusively on the first-time-in-college students, and typically the focus is on six-year graduation rates of those enrolled full time. However, because more than half of the students in the State University System enter through another path and because so many students attend part time, the Board has expanded its monitoring of student progression to include a much broader set of students and enrollment patterns.

Excess Hours

The following chart reports the percentage of bachelor's degrees awarded within 110% of the hours required for the degree (no excess hours) and how that has changed in the last five years. The data show that the percentage of students graduating without excess hours has declined over the last five years. Students graduate with excess hours for a variety of reasons, such as changes in major and course withdrawals. Relatively low tuition and state financial aid programs that pay for hours in excess of the minimum required may be monetary disincentives to reducing excess hours. Two pieces of legislation passed in 2009 created an excess hours surcharge and required repayment of Bright Futures awards for withdrawn courses, and these both may motivate students to reduce excess hours going forward.

The Percentage of Bachelor's Degrees Awarded within 110% of the Hours Required for the Degree Has Declined During the Last Five Years

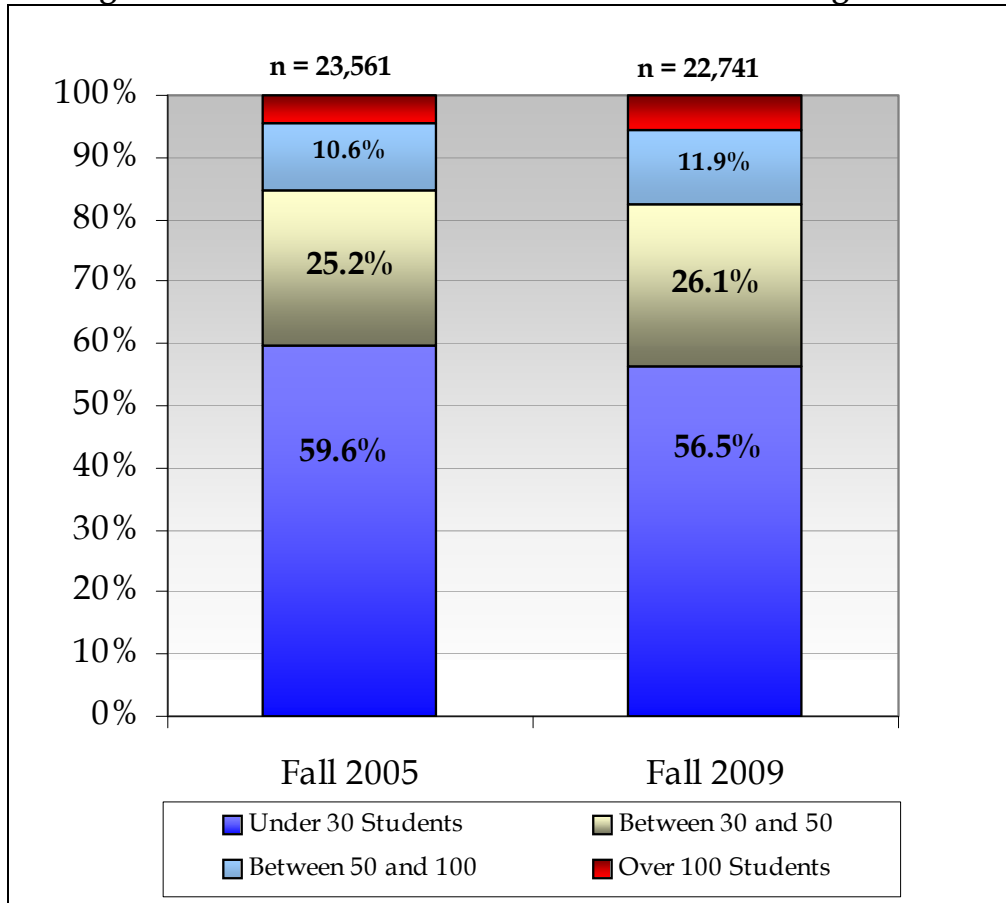


Source: Board of Governors.

Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. Although the number of fall-term course sections was down from five years ago, there was a slight increase between Fall 2008 and Fall 2009 (from 22,430 to 22,741). The following chart reports the distribution of course sections by size and how that has changed in the last five years, showing an increase in the percentage of larger sections and a decrease in the percentage of smaller sections.

Undergraduate Course Section Sizes Have Grown During the Last Five Years

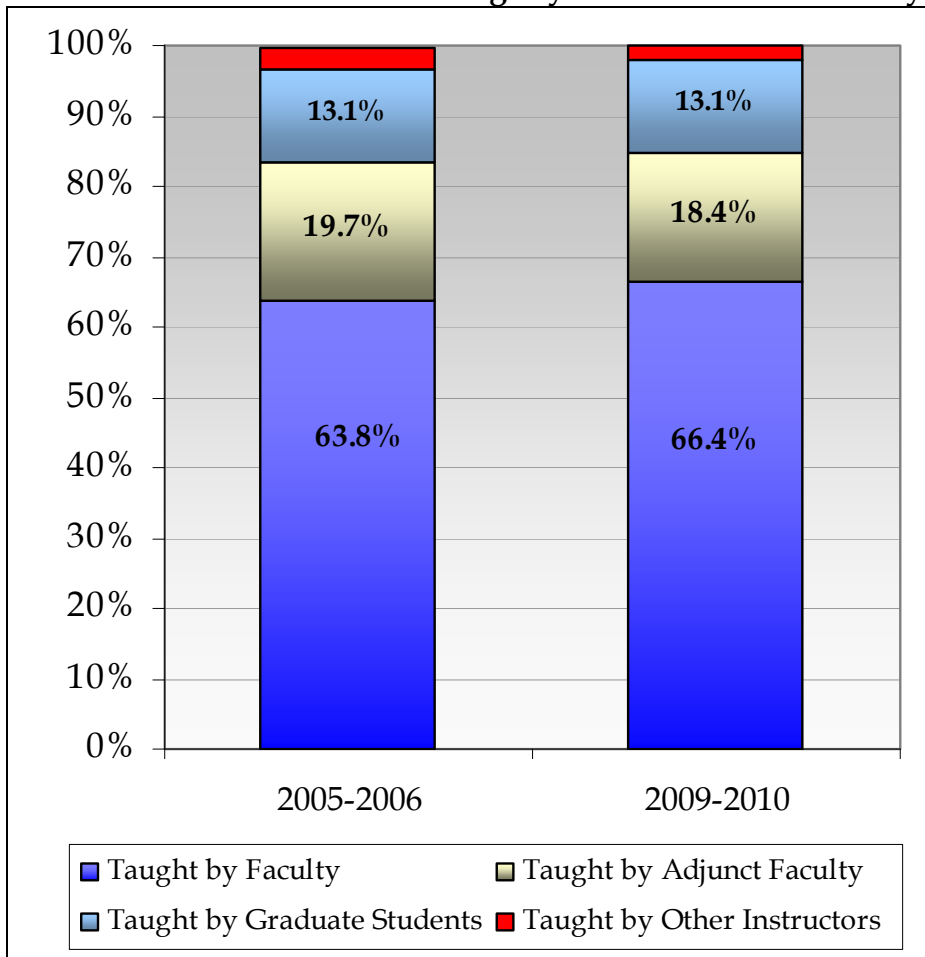


Source: Board of Governors.

Percentage of Undergraduates Taught by Faculty

The statute requires a report of the percentage of undergraduates taught by faculty. The chart below reports the percentage of undergraduate credit hours taught by different types of instructors: faculty, adjunct faculty, graduate students, and other instructors (e.g., administrators not on faculty pay plans).

The Percentage of Undergraduate Credit Hours Taught by Different Types of Instructors Continues to Shift Slightly to Tenure-Track Faculty



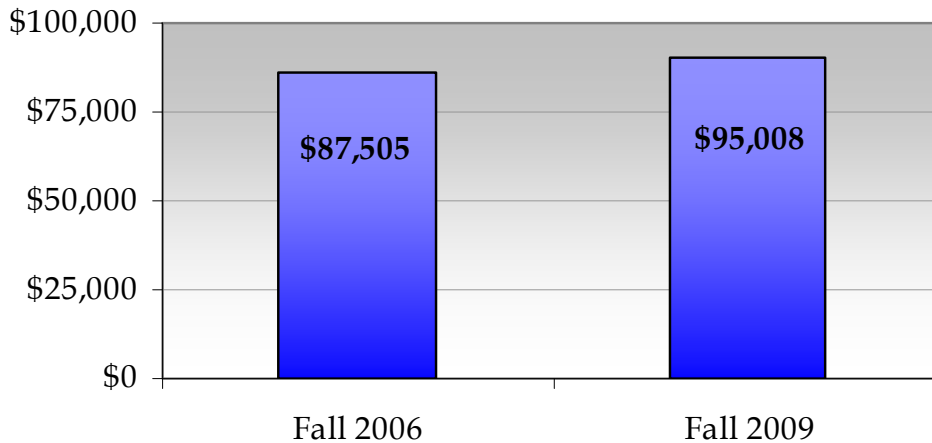
Source: Board of Governors.

Undergraduate Faculty Compensation

As required by statute, the chart below reports the average compensation of faculty teaching undergraduates and how that has changed over the last five years. This chart captures the annualized (fall and spring) salary and benefits paid to faculty who taught at least one undergraduate course.

Faculty compensation will vary among universities and over time for a variety of reasons. Research-intensive universities nationally tend to pay higher salaries than universities with less of a focus on research. Science, engineering, health, and business faculty tend to earn more than faculty in liberal arts, education, and social sciences. And, in many cases, salary compression can lead to newer faculty earning as much or more than established faculty. Institutional and System-wide averages will reflect all these factors. Moreover, although there have been no state cost-of-living adjustments to employee salaries since 2006-07, as universities have managed through budget reductions, some have provided salary increases or bonuses to faculty in an effort to focus remaining resources on maintenance and improvement of the quality of instruction and research.

Average Compensation Paid to Faculty Teaching Undergraduates Rose 1.8% Annually, on Average, from 2006 to 2009

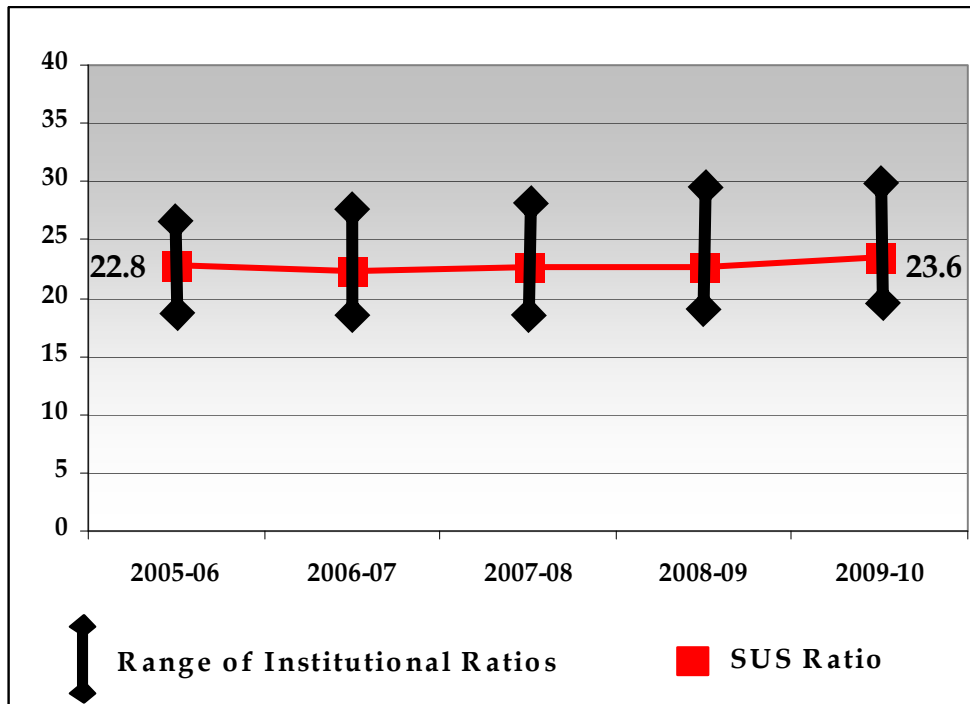


Source: Board of Governors.

Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the last five years. System-wide, the ratio rose from 22.8 full-time equivalent students per full-time equivalent faculty member in 2005-06 to 23.6 in 2009-10.

The Student-Faculty Ratio Has Risen Slightly During the Last Five Years



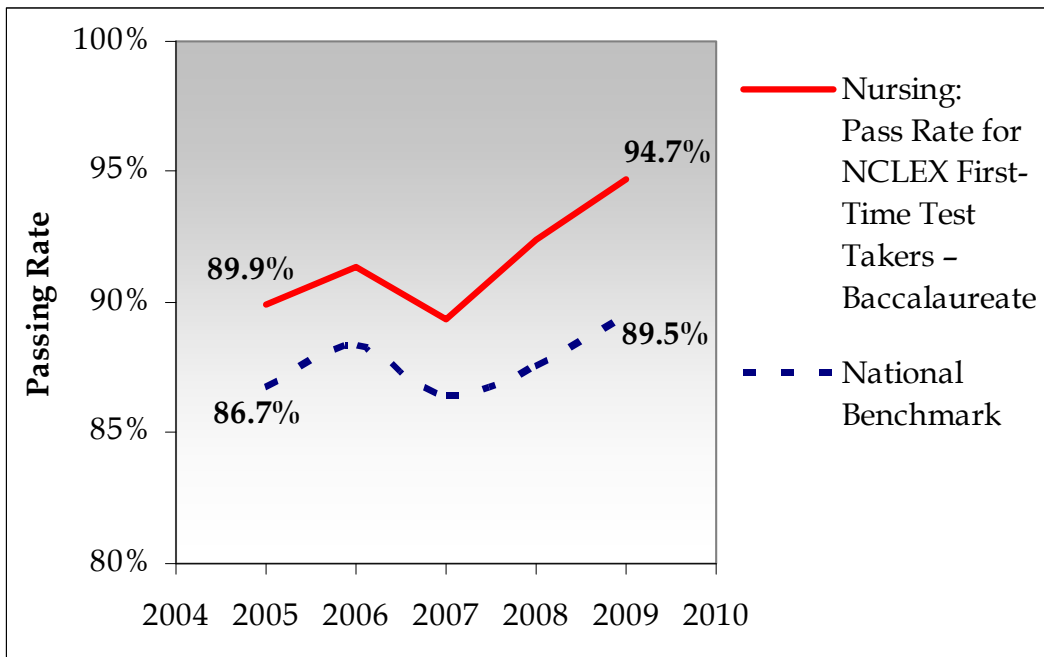
Source: Board of Governors compilation of data from the Common Data Set.

Notes: There are a variety of methods used nationally to compute a student-faculty ratio. Therefore, although these numbers differ from some prior Board of Governors' presentations on this issue, they are consistent with the most commonly used national methodology. For the purposes of this metric, faculty and students are counted excluding those in stand-alone graduate or professional programs, and instructors without faculty status and graduate student assistants are also excluded from the faculty counts.

Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. For the undergraduate level, the Board's 2010 Annual Report will include only nursing licensure exam data. However, Board staff are working to expand the reporting to include pass rates for undergraduates on education certification exams, as well. Below are the calendar-year pass rates on the National Council Licensure Examination (NCLEX) for Registered Nurses who are graduates of State University System baccalaureate-level nursing programs. The data are presented along with the national benchmark, which is the average first-time pass rate for all baccalaureate-level nursing programs.

Nursing Licensure Exam Pass Rates Have Improved as the Number of University Graduates Taking the Exam Has Increased



Source: Board of Governors.

Conclusion

The tuition differential fee represents a significant change in the state university tuition policy environment and supports significant investments in state university undergraduate education. This policy change has provided the institutions with a mechanism they did not previously have – a source of more predictable funding. Being able to plan a longer-term budget built around the predictability of tuition revenue assists the universities with strategic goal setting and management. Most importantly, the revenue provides for improvements to educational services for all university undergraduates and financial aid to students with need. This annual reporting on the revenue, uses of the dollars, and impact on performance metrics will ensure that the State University System continues to be transparent and accountable to the public and the Legislature with regard to its stewardship of this revenue source.

Appendices

Appendix I

Subsection 1009.24(16) Florida Statute – 2010 Revisions

(16) Each university board of trustees may establish a tuition differential for undergraduate courses upon receipt of approval from the Board of Governors. The tuition differential shall promote improvements in the quality of undergraduate education and shall provide financial aid to undergraduate students who exhibit financial need.

(a) Seventy percent of the revenues from the tuition differential shall be expended for purposes of undergraduate education. Such expenditures may include, but are not limited to, increasing course offerings, improving graduation rates, increasing the percentage of undergraduate students who are taught by faculty, decreasing student-faculty ratios, providing salary increases for faculty who have a history of excellent teaching in undergraduate courses, improving the efficiency of the delivery of undergraduate education through academic advisement and counseling, and reducing the percentage of students who graduate with excess hours. This expenditure for undergraduate education may not be used to pay the salaries of graduate teaching assistants. Except as otherwise provided in this subsection, the remaining 30 percent of the revenues from the tuition differential, or the equivalent amount of revenue from private sources, shall be expended to provide financial aid to undergraduate students who exhibit financial need, including students who are scholarship recipients under s. 1009.984, to meet the cost of university attendance. This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources. The total amount of tuition differential waived under subparagraph (b)8. may be included in calculating the expenditures for need-based financial aid to undergraduate students required by this subsection.

(b) Each tuition differential is subject to the following conditions:

1. The tuition differential may be assessed on one or more undergraduate courses or on all undergraduate courses at a state university.
2. The tuition differential may vary by course or courses, campus or center location, and by institution. Each university board of trustees shall strive to maintain and increase enrollment in degree programs related to math, science, high technology, and other state or regional high-need fields when establishing tuition differentials by course.

3. For each state university that has total research and development expenditures for all fields of at least \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. For each state university that has total research and development expenditures for all fields of less than \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.

4. The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential, may not exceed the national average of undergraduate tuition and fees at 4-year degree-granting public postsecondary educational institutions.

5. The tuition differential may not be calculated as a part of the scholarship programs established in ss. 1009.53-1009.538.

6. Beneficiaries having prepaid tuition contracts pursuant to s. 1009.98(2)(b) which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.

7. The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment.

8. The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.

9. Subject to approval by the Board of Governors, the tuition differential authorized pursuant to this subsection may take effect with the 2009 fall term.

(c) A university board of trustees may submit a proposal to the Board of Governors to implement a tuition differential for one or more undergraduate courses. At a minimum, the proposal shall:

1. Identify the course or courses for which the tuition differential will be assessed.
2. Indicate the amount that will be assessed for each tuition differential proposed.
3. Indicate the purpose of the tuition differential.
4. Indicate how the revenues from the tuition differential will be used.
5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(d) The Board of Governors shall review each proposal and advise the university board of trustees of approval of the proposal, the need for additional information or revision to the proposal, or denial of the proposal. The Board of Governors shall establish a process for any university to revise a proposal or appeal a decision of the board.

(e) The Board of Governors shall submit a report to the President of the Senate, the Speaker of the House of Representatives, and the Governor describing the implementation of the provisions of this subsection no later than January 1, 2010, and no later than January 1 each year thereafter. The report shall summarize proposals received by the board during the preceding fiscal year and actions taken by the board in response to such proposals. In addition, the report shall provide the following information for each university that has been approved by the board to assess a tuition differential:

1. The course or courses for which the tuition differential was assessed and the amount assessed.
2. The total revenues generated by the tuition differential.
3. With respect to waivers authorized under subparagraph (b)8., the number of students eligible for a waiver, the number of students receiving a waiver, and the value of waivers provided.
4. Detailed expenditures of the revenues generated by the tuition differential.
5. Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses.

(f) No state university shall be required to lower any tuition differential that was approved by the Board of Governors and in effect prior to January 1, 2009, in order to comply with the provisions of this subsection.

Appendix II

Florida Board of Governors Regulation 7.001 - Tuition and Associated Fees

- (1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.
- (2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year's cost of programs using the expenditure analysis.
- (3) Effective with the Fall 2009 term, undergraduate tuition shall be \$88.59 per credit hour.
- (4) Each university board of trustees may set tuition for graduate, including professional, programs.
- (5) Each university board of trustees may set out-of-state fees for undergraduate and graduate, including professional, programs.
- (6) Associated fees shall include the following fees and other fees as authorized by the Board of Governors:
 - (a) Student Financial Aid Fee;
 - (b) Capital Improvement Fee;
 - (c) Building Fee;
 - (d) Health Fee;
 - (e) Athletic Fee;
 - (f) Activity and Service Fee;
 - (g) Non-Resident Student Financial Aid Fee, if applicable;
 - (h) Technology Fee; and
 - (i) Tuition Differential.
- (7) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or third party billing) by the deadline established by the university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.

(8) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or third party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(9) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(10) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(11) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student's financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the system-wide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

(12) Each FAMU student enrolled in the same college-preparatory class more than twice shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class, and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. Calculations of the full cost of instruction shall be based on FAMU's average of the prior year's cost of remedial undergraduate programs using the expenditure analysis and adjusted by the percentage budget increase in the current year appropriation.

(13) The university board of trustees may submit a proposal to the Budget, Finance, and Business Operations (BFBO) Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential to be effective with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors' regulations.

(a) The aggregate sum of tuition and tuition differential can not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.

1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007 and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees' proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The course or courses for which the tuition differential will be assessed.
2. The amount that will be assessed for each tuition differential proposed.
3. The purpose of the tuition differential.
4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education and to provide financial aid to undergraduate students who have financial need.
 - a. For the purposes of the following subsection,
 - i. "Financial aid fee revenue" means financial aid fee funds collected in the prior year.
 - ii. "Private sources" means prior-year revenue from sources other than the financial aid fee or the direct appropriation for financial assistance provided to state universities in the General Appropriations Act.
 - b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance.
 - i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.
 - ii. This expenditure shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the general appropriations act, or from private sources.

iii. If a university's total undergraduate need-based awards does not meet or exceed the sum of the prior year's undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(20)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.

c. The remaining revenue shall be expended on undergraduate education. 5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(c) The BFBO Committee will examine data gathered as part of the University Annual Reports instituted pursuant to Regulation 2.002 to inform members' deliberations regarding institutional proposals for tuition differential increases. At a minimum, the Committee will review:

1. Undergraduate retention and graduation rates.
2. Percentage of students graduating with more than 110 percent of the hours required for graduation.
3. Licensure pass rates for completers of appropriate undergraduate programs.
4. Number of undergraduate course offerings.
5. Percentage of undergraduate students who are taught by each instructor type.
6. Average salaries of faculty who teach undergraduate courses.
7. Undergraduate student-faculty ratio.
8. Other university specific measures identified by the boards of trustees pursuant to subparagraph (13)(b)5.
9. Number of need-based financial aid awards provided, average award, and median award.

(d) The BFBO Committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The BFBO Committee will make a recommendation to the Board of Governors at the next scheduled meeting.

(e) The Board of Governors will act upon the BFBO Committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition

Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(f) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted to the Governor and Legislature by January 1.

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph (13)(b)4.
7. Data on indicators outlined in subparagraph (13)(c).

(g) Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

(h) If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Former BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09.

Florida Board of Governors Regulation 2.002 - University Work Plans and Annual Reports

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.
- (4) Each university's work plan shall include a copy of the following:
 - (a) The university's mission statement and vision for the next five to ten years;
 - (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
 - (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
 - (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
 - (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
 - (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
 - (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.
- (6) Each university's annual report shall include, at a minimum, the following:
 - (a) An executive summary that captures key performance data required by the Board of Governors;
 - (b) The university's mission and vision;

- (c) Summary information on budgets, enrollments, and other core resources;
 - (d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and
 - (e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.
- (7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.
- (8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

University Tuition Differential Fee Proposals for 2010-11

<u>Proposal</u>	<u>Page</u>
FAMU	A13
FAU	A17
FGCU	A20
FIU	A24
FSU	A27
NCF	A30
UCF	A34
UF	A39
UNF	A43
USF	A46
USF - Tampa	A51
USF - St. Petersburg	A56
USF - Sarasota/Manatee	A60
USF - Polytechnic	A63
UWF	A66

Note: Revenue estimates in these proposals may differ from revenue estimates in this report's tables due to timing differences between these proposals and subsequent operating budget estimates as well as revised enrollment assumptions used to project revenue.

Tuition Differential Proposal for 2010-2011	
University: Florida A& M University	
Effective Date	
University Board of Trustees Approval Date:	June 1, 2010
Implementation Date (month/year):	July 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Seventy percent of these funds will be used to improve retention, offer more course sections and enhance faculty development on pedagogy at the undergraduate course level. Thirty percent of these funds will be used to provide financial assistance to need-based students.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The tuition differential will apply to all undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7% = $\$7.06 / (\$88.59 + \$12.80)$
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$969,868
Total differential fee revenue generated in 2010-11 (projected):	\$1,850,093 + \$89,331 (CF) = \$1,939,424

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$1,357,597.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Improve Retention Rates.

The University established the Office of Retention to improve retention and graduation rates for undergraduate students. This initiative, supported by funds from differential tuition, will focus on increasing retention of First Time In College (FTIC) students. The goal during the three year planning period is to increase the first year retention rate by an average annual rate of 1.0% above the baseline of 78.3% for Fall 2008 . The new initiative to increase retention rates, to be funded by the tuition differential dollars, is reorganizing the first year experience of FTICs. This experience will target activities that focus on improving students’ academic strategies to successfully progress through their curriculum.

Estimated expenditure: \$68,000

2. Offer more class sections at the undergraduate level (Increased Class Offerings).

The University will use differential tuition revenue to support instructors needed to teach the additional course sections in essential and sequenced General Education courses. The University has experienced significant enrollment growth at the same time that general revenue funds have decreased. This situation has created a gap in available funds to support faculty positions that would ordinarily teach these courses. The University anticipates continued enrollment growth over the next three years and we will continue to monitor hires for critical courses which may reduce the need for additional course sections beyond the three year planning period.

Estimated expenditure: \$1,289,597

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$581,827. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

- 1. Financial Assistance to Need-based Students.** The tuition differential distributed through the Tuition Differential Account will be used to assist students with a demonstrated need. The students’ financial situation will be assessed on a case by case basis.

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.

1. Improve Retention Rates

- A. Satisfaction surveys will be used to assess effectiveness of student involvement in retention activities.
- B. Hire at least 25 peer mentors to assist in effective student engagement in the first year experience program.
- C. The baseline first year retention for FTICs entering Fall 2008 was 77.7%. The retention rate for various cohorts will increase at an average annual rate of 1.0% during the next three years.

2. Increase Course Section Offerings. The University will monitor the success of increased course section offerings using the following indicators.

Success Indicators:

- A. Increase in sections of general education courses that are in high demand.
- B. Assess the need for general education course sections each subsequent semester and determine the appropriate number of course sections to be offered, taking available funds into consideration.

Performance Measure Status

What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.

1. Improve Retention Rates

The goal during the three year planning period is to increase the first year retention rate by an average annual rate of 1.0% above the baseline of 77.7% for Fall 2008 freshmen. The new initiative to increase retention rates to be funded by the tuition differential dollars is reorganizing the first year experience of FTICs. This experience will target activities that focus on improving students' academic strategies to successfully progress through their curriculum. At least 90% of FTIC students will participate in the first year experience, and at least 80% of participants will indicate on assessment instruments that the experiences in the first year experience activities have strengthened their ability to perform and progress academically.

2. Increased Course Offerings

The baseline data for this measure is the number of general education sections the University would be able to offer without the tuition differential dollars, which is 536. The goal for the first year is to offer 429 additional sections. The courses needed for subsequent years will be determined through analyses of the data.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Offer more course sections in undergraduate level courses.	Added 113 additional course sections to aid student progression and retention.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	71 (adjuncts)
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	113
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provide financial assistance to need-based students.	We provided assistance to 84 students based on need for the 2009-10 academic year.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	84
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,422
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$373
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

Tuition Differential Proposal for 2010-2011	
University: FLORIDA ATLANTIC UNIVERSITY	
Effective Date	
University Board of Trustees Approval Date:	May 26, 2010
Implementation Date (month/year):	August, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Without the differential, FAU would need to reduce the number of sections offered by 5%, resulting in 30,000 fewer credit hours delivered. The differential will help ensure that there are enough sections/seats offered in required courses to ensure student access and meet student needs; will offer high demand critical pathway courses that ensure timely progression to graduation; and will help maintain FTE production.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university - all locations, where applicable.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	88.59 (2009-10); \$95.67 per credit hour in 2010-11
Current Undergraduate Tuition Differential per credit hour:	5.74 (2009-2010); 12.80 per credit hour in 2010-11
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$2,607,776
Total differential fee revenue generated in 2010-11 (projected):	\$4,477,776

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education.
 The total estimated amount to be spent on undergraduate education is \$3,134,443.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

- To ensure that enough sections/seats are offered in required courses to meet student needs.
- To offer courses to that ensure student access, timely degree completion, and maintaining FTE production.

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$1,343,333.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

- To augment existing need-based funds, which still fall far short of demonstrated student need. Ensures that fewer students will not be required to work in order to afford their education.

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> Monitor registration and student demand to assure that access is maximized. Monitor student progression and graduation rates to assure that they hold to current numbers/percentages. Funds will be placed in a distinct fund in order to monitor and audit appropriately. Monitor student / faculty ratio. Monitor number of financial aid recipients to determine impact on unmet financial need.
--	---

Performance Measure Status

What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> At the end of each academic year, the Office of Institutional Effectiveness and Analysis will produce reports on historical and current graduation rates, numbers of course offerings, and any changes that have occurred. In addition, the Office of Financial Aid will report regularly on the numbers of financial aid recipients and the use of the tuition differential funding toward mitigating need for FAU students.
---	---

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
To ensure that there are enough sections/seats offered in required courses to meet student needs.	Net increase of 57 sections and 10,000+ course enrollments over previous year.
Courses with the highest demand are ENC 1101, 1002; CHEM 2045, 2045L; LIT 2030. These funds will be used to add sections to meet demand.	Added in 2009-10: 6 sections each of ENC 1101 and 1102; 100+ course enrollments in CHEM 2045 and 2045L; 3 sections and 136 enrollments in LIT 2030; 5 sections and 300 enrollments in SPN 1120 and SPN 1121. Other high demand courses added sections to meet enrollment needs.
Courses to ensure student access, timely degree completion and maintaining FTE production.	FTE production increased by 5% despite budget cutbacks.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	10
Number of Advisors Hired or Retained (funded by tuition differential):	9
Number of Course Sections Added or Saved (funded by tuition differential):	250
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
To augment existing need-based funds, which still fall far short of demonstrated student need.	\$561,000 in need-based aid was added.
Ensures that fewer students will not be required to work in order to afford their education. A recent study indicates that over 50% of FAU students who responded to the survey (n=3,644) work 21-40 hours per week while attending classes.	Fewer freshmen were working off-campus in fall 2009.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	561
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,000
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,000
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,000

Tuition Differential Proposal for 2010-2011	
University: Florida Gulf Coast University	
Effective Date	
University Board of Trustees Approval Date:	June 15, 2010
Implementation Date (month/year):	July 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To increase access to undergraduate education to Florida residents.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2009-10) Undergraduate Base Tuition per credit hour:	\$88.59
Current Undergraduate Tuition Differential per credit hour:	\$5.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$1,495,500
Total differential fee revenue generated in 2010-11 (projected):	\$2,437,167

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$1,706,017.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Increase access to undergraduate education by hiring ten new full-time faculty (in addition to the six hired with the revenue generated from the 09-10 tuition differential).

FGCU is faced with ever-increasing demand for higher education. Since July 1, 2007 FGCU has significantly increased its FTE student enrollment despite significant reductions in state support. While enrollment increased by 22%, discretionary state general revenue decreased by nearly 25%. FGCU did this to fulfill its mission to serve Southwest Florida and its commitment to the region and to the State of Florida. Due to the economic downturn, the demand for higher education has increased and it is recognized that satisfying this demand is one key to ending the recession, ensuring future prosperity, and the further diversification of our economy. Consequently, this coming year (10-11) with the help of money from the incremental tuition differential (est. @ \$1.495 million), FGCU undergraduate enrollment can grow by roughly a further 7% to approximately 10,800 in the fall of 2010.

To accommodate the additional enrollment without sacrificing quality, FGCU will use nearly \$1.05 million of the total tuition differential to hire ten new faculty (this is in addition to the six faculty hired with the tuition differential from FY 09-10, for a total of sixteen faculty hired as a result of the tuition differential in 09-10 and 10-11). The 10 additional faculty will allow us to offer an increase in the number of course sections we can make available to our undergraduates that should enhance their ability to graduate on time. Many of the new faculty hires are targeted in fields of critical importance to the state or the region, including: mathematics, chemistry, physics, biology, health professions, and the hospitality industry.

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$731,150 (i.e. approximately \$283,000 in 09-10 + \$448,000 in 10-11). If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. FGCU will increase the amount of need based aid provided to its undergraduate students

Approximately 30% of our undergraduate students receive need-based grant aid that amounted to about \$12.1M in FY2010. With 30% of the incremental tuition differential (est. @ \$.448 M for 2010-2011) FGCU intends to increase the number of students who receive need-based aid. (This is in addition to the roughly \$.283 M generated by the tuition differential in 09-10 for need-based aid). By so doing FGCU will help to mitigate the effects of tuition and fee increase and hold harmless those students who are least able to afford it.

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.

1. Hire additional FT faculty to support enrollment growth.
2. Increase the number of course sections offered in AY10-11 compared to AY 09-10.
3. Increase the number of FTE taught by FT faculty in AY 10-11 compared to AY 09-10.
4. Increase the number of students receiving need-based aid in AY 10-11 compared to those receiving such aid in AY 09-10.

Performance Measure Status

What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.

The benchmarks for each of the 4 measures listed under "Monitoring" above are listed in the same sequence here.

1. In 2008-2009 no additional FT faculty hires were related to the tuition differential since it did not exist. In AY 09-10, FGCU had added 6 FT faculty with tuition differential funds. FGCU will add 10 FT faculty for AY 10-11 with the requested tuition differential funds.
2. Total undergrad course sections will increase from 2800 in 08-09 to 3346 in 10-11 (currently 3042 in 09-10)
3. 4815 FTES in 08-09 compared to 5838 in 10-11 to be taught by FT faculty (currently 5307 in 09-10)
4. 2605 students in 08-09 to 4446 in 10-11 (currently 3420 students in 09-10)

We have accomplished the goals set forth for the current academic year and expect to duplicate that performance in the coming year.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Hire 6 additional full-time faculty to allow for enrollment growth.	The six hires were accomplished. Undergraduate enrollment was able to be increased by 10% in part through the tuition differential.
The number of undergraduate course sections offered in the 09-10 was greater than that reported in the 08-09.	An 8.6% increase in the number of course sections offered (09-10 versus 08-09) at the undergraduate level resulted in part from the addition of the tuition differential dollars.
An increase in the number of FTE students taught by FT faculty.	There was a 10% increase in the number of FTE students taught by FT faculty between 08-09 and 09-10 ascribable in part to the tuition differential.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	6
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	242 undergraduate course sections were added for the year in part as a result of the tuition differential dollars.
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
FGCU will increase the amount of need based aid provided to its undergraduate students.	There was a marked increase (approximately 30%) in the number of students who received need-based aid in 09-10 compared to 08-09 in part due to the tuition differential dollars.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award: 695	FGCU Undergraduate Grant - 636 FGCU Housing Grant - 421 (Note a student could receive both and therefore may be counted twice in these totals)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	FGCU Undergraduate Grant average \$1069.88. FGCU Housing Grant average \$1053.52.
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	Undergraduate Grant minimum \$59.10; Housing Grant minimum \$200.
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	Undergraduate Grant maximum \$1,200; Housing Grant maximum \$1,200.

Tuition Differential Proposal for 2010-2011	
University: Florida International University	
Effective Date	
University Board of Trustees Approval Date:	June 4, 2010
Implementation Date (month/year):	July 1, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To maintain/increase undergraduate faculty, maintain support level for undergraduate students, improve undergraduate advisors/tutoring services, and provide additional need based financial aid.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	FY 2010-11: \$95.67 (proposed) FY 2009-10: \$88.59
Current Undergraduate Tuition Differential per credit hour:	FY 2010-11: \$22.00 (proposed) FY 2009-10: \$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$5.1M
Total differential fee revenue generated in 2010-11 (projected):	\$11.9M

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is **\$8.3M**.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Maintain/Increase Undergraduate Faculty \$5.0M
2. Maintain/Increase Undergraduate Student Advisors \$1.4M
3. Maintain/Increase the number of Undergraduate Scholarly Journals and Databases \$1.0M
4. Improve Undergraduate Academic Support \$0.6M
5. Maintain/Increase disability services for undergrad students \$0.3

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$3.6M. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Increase FIU Tuition Differential Grants \$3.6M
Annual Amount: Full Time \$650, ¾ Time \$487.50, ½ Time \$325
EFC = 0 (Undergraduate Students Only)

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Student /Faculty Ratio 2. Student/ Advisor Ratio (undergrads) 3. Maintain Support Services 4. Maintain Summer Enrollment (undergrads)
--	---

Performance Measure Status

What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. Student/Faculty Ratio Fall 2009: 27 to 1 Goal: Maintain ratio 27 to 1 2. Student/ Advisor Ratio Fall 2009: 557 to 1 Goal: 2013/14 400 to 1 3. Maintain Support Services \$ 1.6 million provided to offset budget reduction impact 4. Maintain Summer Enrollment Summer 2009: 20, 244 Goal: Summer 2010 20,244
---	---

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments
Undergraduate Advisors	Continue to improve advisor to student ratios
Undergraduate Journals	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	24
Number of Advisors Hired or Retained (funded by tuition differential):	12
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
FIU Tuition Differential Grant	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,844
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$545.04
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$121.87
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$650.00

Tuition Differential Proposal for 2010-2011	
University: Florida State University	
Effective Date	
University Board of Trustees Approval Date:	February 19, 2010
Implementation Date (month/year):	September 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To improve the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The maximum tuition differential of 15% will be assessed and will apply to all university undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$6,621,226
Total differential fee revenue generated in 2010-11 (projected):	\$10,572,704

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$7,400,893.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Allocated \$1,722,979 from the 2009-10 funds to hire and train 14 additional advisors/academic coaches and allowing us to retain 18 current advisor positions given up in the budget reductions and to create a Tutoring Center.
2. Allocated \$214,357 to hire 8 additional advisors/academic coaches from the 2008-09 funds.
3. Anticipate allocating remaining funds (\$5,392,557) to fund faculty and instructors to provide courses required for timely graduation. It is unclear at this time where students demand will be once closed or suspended programs are no longer available and stimulus funds are exhausted.
5. Spent carry forward in the amount of \$1,893,369 (non-recurring funds) from the 2008-09 funds with no statutory restrictions on the renovation to the first floor of the Library to create a student learning center.

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$3,171,811. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. All funds are used to provide financial aid to undergraduate students who exhibit financial need.

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Funds are placed in a separate fund to easily record and track expenditures. 2. Meet student course demand 3. Monitor retention and graduation rates 4. Monitor student - faculty ratio 5. Monitor student - adviser ratio
--	---

Performance Measure Status

What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	Improve retention and graduation rates Lower the student - faculty ratio
---	---

1. Metric Goal: Add professional academic advisors in order to bring the main campus student/advisor ratio below 500:1
 Baseline: 42 professional academic advising positions before 2009 budget cuts: Ratio 699:1
 Without the 14 advising positions saved via differential tuition funding: Ratio = 1049:1
 Add 13 new advisor/academic coaching positions: Ratio = 534:1
 Add 8 more advisor/academic coaches: Ratio 466:1
 Intend to reach goal in 2010-11.
2. Metric Goal: Add faculty/instructors in order to bring the main campus student-faculty to 25:1.
 Baseline: 26.5:1
 Allocate funds to support approximately 20 new faculty instructors in 2010-11.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Undergraduate Studies – Hire and train additional Advisors/Academic Coaches. Create a Tutoring Center	Hired and established Center
Strozier Library Commons Renovation allocation amount	Completed
5 additional advisors and 3 additional academic coaches for Advising First and CARE	Funds allocated and positions approved for advertising
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	5
Number of Advisors Hired or Retained (funded by tuition differential):	27
Number of Course Sections Added or Saved (funded by tuition differential):	0
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provided additional funded for students with need.	All funds allocated
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,052
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,604.75
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$108
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,716

Tuition Differential Proposal for 2010-2011	
University: New College of Florida	
Effective Date	
University Board of Trustees Approval Date:	May 15, 2010
Implementation Date (month/year):	July, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	<ul style="list-style-type: none"> • “Seminars in Critical Inquiry” is a program of first-year courses designed to introduce students to foundations of research, writing, and critical thinking. The Tuition Differential Funds support faculty development, adjunct replacement, and assessment related to this program. • Our recently opened Academic Resource Center (ARC) provides support in writing, quantitative and statistical analysis, languages, and educational technology. Two components of the ARC are directly supported by the tuition differential fee: a full-time writing resource director and a full-time language resource specialist.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All Undergraduate Courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7.0%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$138,244
Total differential fee revenue generated in 2010-11 (projected):	\$234,171

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$163,920.

Describe in detail the initiatives and the estimated expenditures for each

1. Seminars in Critical Inquiry Support \$61,998
 - Salary for Director and Assistant Director \$31,600
 - Adjunct replacements \$18,000
 - Faculty development stipends and assessment costs \$8000
 - Faculty development workshops \$3000
 - Conferences for program director \$1398

2. ARC Support \$101,922
 - Writing Resource director \$76,602
 - Language Resource specialist \$25,320

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$70,251. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

Funds to be used to provide Need Based aid in the amount of \$70,251

Monitoring

<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<ol style="list-style-type: none"> 1. A detailed report on the Seminars in Critical Inquiry is produced every year. This report describes course offerings, faculty development initiatives, student enrollment, student outcomes, and plans for improvement. 2. Student, faculty, and staff use of writing and language centers' resources, including individualized instruction, self-instructional language programs, attendance at workshops, requests for assistance, and student ratings of services will be monitored and reported annually. 3. Both the Seminars in Critical Inquiry and The Academic Resource Center are designed to facilitate improvement in our First-Time-in-College first-year retention rate, which is an indicator of the success of tuition differential fee.
---	---

Performance Measure Status

What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.

1. Outcomes of the Seminars in Critical Inquiry program are used to assess improvements in students' research skills, communication skills, and critical thinking. New College implemented the program in 2009-2010 and baseline data will be reported summer 2010. The program director plans to use these results to modify and improve the program.
2. The Academic Resource Center maintains statistics on the use of services including the numbers of students, faculty and staff requesting help, attending workshops, requesting in-class presentations, and other services that support the educational program.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Seminars in Critical Inquiry: Provided funds to ensure that the program could continue. Supported faculty workshops, provided faculty development stipends for the design of new courses, and funding to support new assessment methods. Also supported additional needed courses taught by adjuncts when a faculty member in a high-demand field taught a Seminar in Critical Inquiry course.	<ul style="list-style-type: none"> • Approximately 60 faculty participated in three workshops that were conducted by visiting consultants. The workshops covered the topics of Composition and Linguistics, Writing Instruction, and Writing Across the Curriculum. • Seven seminars were offered by New College faculty; three were new offerings. Over 100 students enrolled in these seminars. • Three additional courses were taught by adjuncts to replace regularly taught courses by Seminar faculty.
Additional Detail, where applicable	
Number of Faculty Hired (funded by tuition differential):	2 (adjuncts)
Number of Advisors Hired (funded by tuition differential):	0
Number of Course Sections Added (funded by tuition differential):	3
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provided Need based aid.	\$28,794 to 9 students
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	9
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,199
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,400
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,000

Tuition Differential Proposal for 2010-2011	
University of Central Florida	
Effective Date	
University Board of Trustees Approval Date:	May 20, 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To improve the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$88.59
Current Undergraduate Tuition Differential per credit hour:	\$8.41
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7.0%
\$ Increase in tuition differential per credit hour:	\$7.46
\$ Increase in tuition differential for 30 credit hours:	\$223.88
Proposed Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$7,549,892
Total differential fee revenue generated in 2010-11 (projected):	\$13,011,795

Seventy percent of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is **\$9,108,257**.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Establish Department of Writing and Rhetoric (\$200,000)

First year support for a new Department of Writing and Rhetoric (DWR) that's mission is to coordinate and support a comprehensive vertical writing curriculum at UCF and will: a) serve as a flagship vertical writing program and as a national model for how a large public university can act on best practices and research about writing; and b) create a Writing Across the Curriculum program, innovative new writing degrees, and certificates with full-time composition instructors that will set UCF apart regionally and nationally.

2. Pre-professional Advising Office (\$250,000)

Continue support for the Office of Pre-Professional Advising (OPPA) that was established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for and applying to professional schools.

3. English and math Class Size Initiative (\$1,034,133) - Recurring 2009-10 initiative

Continue support for the English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention; and maintain the operating hours of the University Writing Center and the Mathematical Assistance and Learning Lab (MALL) and the overall number and quality of student consultations.

4. Enhance Academic Advising Support (\$792,000) - Recurring 2009-10 initiative

Continue support for the academic advising program for First Time in College (FTIC) students, second year sophomores, and transfer students to enable transition into colleges through dedicated advisors.

5. Undergraduate Student Support (\$6,832,124)

Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.

Thirty percent of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is **\$3,903,538**. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is **\$0**.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

30 percent of differential tuition funds collected will be used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).

Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<p>1. Undergraduate Education (70 percent) Colleges and departments will be required to track and monitor all activities and programs directly supported by differential tuition funds. This will include continuously reviewing activities, program goals, objectives, and reporting on the outcomes. Specific measures of success will include:</p> <ul style="list-style-type: none"> -course offerings -number of students advised -retention rates of targeted populations -graduation rates -student-faculty ratios -student learning outcomes (increased quality of writing, retention in the course, success in later courses, change in student attitudes, satisfaction, and success in the course) -use of University Writing Center and Math Lab correlated to student success. <p>2. Undergraduate Need-based Financial Aid (30 percent) The Office of Student Financial Assistance (OSFA) will monitor the success of the use of differential tuition funds for need-based financial aid by measuring the associated change in the overall percentage of demonstrated need met. The OSFA will be required to provide data on the BOARD report submitted to the state each October.</p>
Monitoring	
<p>What is the institution’s plan for improving performance on the identified measure(s)? Show initial or baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<p>New 2010-11 goals and timelines for achieving such goals are currently in progress based on preliminary baseline data (final data for the 2009-10 academic year is still being collected), and will be continuously reviewed and updated throughout the year, as needed, in response to student demand.</p>

Tuition Differential Supplemental Information	
Provide the following information for the 2009-10 academic year.	
2009-2010 - 70% Initiatives	University Update on Each Initiative
<p>Implement a change in pedagogy in English Composition and College Algebra courses (\$1,152,783)</p> <p>The focus of the English and math class size initiative is to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention. Other changes included increasing the operating hours of the University Writing Center and the Mathematical Assistance and Learning Lab (MALL) and increasing the overall number and quality of student consultations.</p>	<p>As reported previously, eight instructors and 51 undergraduate tutors were hired, and the hours and staffing for the writing center and math lab were increased. As a result, summer and fall 2009 composition courses were reduced from 27 to 25 students, and 20 composition courses were created with 19 students. English also piloted a new curriculum in various sections. In addition, the time in algebra lecture courses was reduced, and students were assigned individual work in the math lab.</p> <p>Initial accomplishments include: <u>English</u> – the portfolio analysis of students enrolled in the Fall 2009 semester indicated significant improvements among the new curriculum sections over the traditional curriculum. Additional improvements were found among the sections capped at 19 students. For example, the outcome related to <i>all major papers demonstrate college-level thinking and exploration of ideas and issues</i> resulted in an excellent or good rating for 30 percent of the students in the traditional curriculum sections, compared to 45 percent of students in the new curriculum. The sections capped at 19 resulted in 48 percent of students receiving an excellent or good rating. <u>Math</u> – 15 percent increase in the success rate of those participating in the alternative mixed-mode delivery sections of the summer 2009 pilot over the traditional format. The number of students earning an A or B increased from 38 percent in the traditional delivery to 57 percent in the alternative mixed-mode sections.</p> <p>As of January 2010, approximately 2,596 sq. ft. of space was renovated and outfitted for a Math Lab to accommodate 100 computer-based student stations. An additional \$160,353 of differential tuition funds were subsequently allocated to further renovate the lab for an additional 100 stations (increasing the total lab size to 4,677 sq. ft.). Phase II renovations are currently underway, with an expected completion date of August 2010.</p>
<p>Enhance academic advising support (\$572,000)</p> <p>Support academic advising for First Time in College (FTIC), second year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</p>	<p>UCF increased the number of academic advisors by 13 during summer 2009; facilitating advising appointments for over 3,900 advisees (duplicated count) during the summer, and 24,000 during the fall. In addition, a professional development training series was designed for advisors and six training sessions were facilitated.</p>

<p>Undergraduate student support (\$2,098,550) Provide support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.</p>	<p>These funds are being used to continue undergraduate courses that would have otherwise been eliminated due to budget reductions, as well as add new undergraduate courses in response to student demand. Specifically, these funds have enabled the addition and continuation of faculty and adjunct employees to add an estimated 75 new courses and continue supporting 200 courses (impacting an estimated 15,000 undergraduate students).</p>
<p>Additional Detail, where applicable</p>	
<p>Number of Faculty Hired or Retained (funded by tuition differential):</p>	<p>13 new faculty members 8 continuing faculty members Increased adjunct support</p>
<p>Number of Advisors Hired or Retained (funded by tuition differential):</p>	<p>13 advisors</p>
<p>Number of Course Sections Added or Saved (funded by tuition differential):</p>	<p>Estimated 95 courses added 200 courses continued</p>
<p>2009-10 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)</p>	<p>University Update on Each Initiative</p>
<p>Reduce the financial debt of degree-seeking undergraduate students (\$1,638,570) Thirty percent of differential tuition funds collected in 2009-10 were used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).</p>	<p>The added differential tuition funds have enabled UCF to assist an additional 2,294 undergraduate students (from an estimated 553 in 2008-09 to 2,847 in 2009-10).</p>
<p>Additional Information (estimates as of April 30, 2010)</p>	
<p>Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:</p>	<p>2,847</p>
<p>\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:</p>	<p>\$557</p>
<p>\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:</p>	<p>\$232</p>
<p>\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:</p>	<p>\$1,500</p>

Tuition Differential Proposal for 2010-2011	
University: University of Florida	
Effective Date	
University Board of Trustees Approval Date:	June 11, 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To provide additional revenue in support of undergraduate education.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Applies to all university undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$6,165,823
Total differential fee revenue generated in 2010-11 (projected):	\$11,858,310
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$8,300,817.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Fund faculty/instructors to provide instruction and improve student-faculty ratio. 2. Fund advisors to provide student advising. 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$3,557,493. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$3,557,493.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Florida Opportunity Scholars fund – provided need-based aid for low income, first generation-in-college students 2. Need-based financial aid for student body based on FAFSA evaluation 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Maintain and improve graduation rates (quantitative measure) 2. Maintain and lower student-faculty ratio (quantitative measure) 3. Meet student demand to provide access to seats in courses (reflected, in part, in 1 and 2)
Performance Measure Status	
What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. FTIC Six Year Graduation Rate (2003-09 cohort)-Baseline data-Graduated 82.0%; Goal – Graduate (2007-13 cohort) at 82.8% 2. AA Transfer Four-Year Graduation Rates from same IHE (2005-09 cohort) -Baseline data- Graduated 80.5%; Goal – Graduate (2009-13 cohort) at 81% 3. Student-Faculty Ratio 2007 baseline data 21.7:1; Goal 20.2:1

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 31 faculty and 84 temporary faculty have been hired. We continue to advertise for additional faculty from commitments made from these funds. There are currently 12 positions being advertised based on funding available through 2009-10.
Fund advisors to provide student advising.	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	115
Number of Advisors Hired or Retained (funded by tuition differential):	3
Number of Course Sections Added or Saved (funded by tuition differential):	596
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Florida Opportunity Scholars fund – provided need-based aid for low income, first generation-in-college students	Florida Opportunity Scholars (FOS) are supported through all four years of attendance. The progress of FOS recipients is monitored and supported. To date, these students have shown strong first year retention rates and are otherwise performing well. The Fall 2006 cohort, for instance, had a 96% retention rate to the second year, while the Fall 2007 and Fall 2008 cohorts averaged 95% retention.
Need-based financial aid for student body based on FAFSA evaluation	UF is committed to finding aid resources for needy students. UF uses information from the FAFSA form to identify students who have financial needs as defined federally. These students are matched with a variety of types of aid to fill the gap between their calculated resources and current aid levels.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,359

\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,358
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$215
\$ Maximum (per undergraduate student receiving an award) of Tuition Differential-Funded Awards:	\$16,920

UNF BOT Approved 5-27-10

Tuition Differential Proposal for 2010-2011	
University: University of North Florida	
Effective Date	
University Board of Trustees Approval Date:	5/27/10
Implementation Date (month/year):	August, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Tuition differential will be used to provide increased number of courses for undergraduate students and to increase need-based aid for these students.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The fee will apply to the entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$5.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

UNF BOT Approved 5-27-10

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$1,824,978
Total differential fee revenue generated in 2010-11 (projected):	\$2,933,883
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$2,053,718.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. maintain the lines funded through last year's tuition differential fee 2. fund an additional 16 frozen faculty lines necessary to maintain the undergraduate curriculum 3. add 2 new faculty lines and a lab manager 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$880,165. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Jacksonville Commitment Program - need based aid for students graduating from Duval County public schools \$300,000 2. SWOOP Scholarships - need based aid for targeted high schools \$232,683 3. General need-based aid for undergraduates - \$347,482 	
Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<ol style="list-style-type: none"> 1. track the number of fulltime faculty lines teaching at the undergraduate level 2. track the increase in the number of undergraduate sections taught by fulltime faculty 3. track the faculty-to-student ratio in an attempt to bring it back to pre-cut levels
Performance Measure Status	
<p>What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<ol style="list-style-type: none"> 1. Fall 2008 = 448 fulltime faculty teaching undergrad courses; Fall 2009 = 431 fulltime faculty teaching undergraduate courses - without tuition differential this would have been 416 2. Fall 2008 = 1199 sections, Fall 2009 = 1215 sections with 1,283 more students - without tuition differential this would have been 1,158 sections 3. Student to Faculty Ratio fall 2008 - 21:1; fall 2009 - 23:1

UNF BOT Approved 5-27-10

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
\$805,533 will be used to support visiting faculty members teaching undergraduate course	14.25 faculty were hired at a total cost of \$747,986
\$36,612 will be used to offset the reduction in general revenue dollars for undergraduate student financial	We collected fewer dollars than budgeted so these financial aid dollars were funded through other resources.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	14.25 faculty
Number of Advisors Hired or Retained (funded by tuition differential):	
Number of Course Sections Added or Saved (funded by tuition differential):	114 courses
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
SWOOP scholarships	\$200,000 expended in need based aid for students graduating from targeted schools
Jacksonville Commitment scholarships	\$150,000 expended in need-based aid for students from Duval County high schools
General university-funded need-based aid	\$10,919 expended on general need-based aid programs
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	119
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,033
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$285
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9,190

Tuition Differential Proposal for 2010-2011	
University: University of South Florida	
Effective Date	
University Board of Trustees Approval Date:	June 16 th 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	<ol style="list-style-type: none"> 1. Increase undergraduate course offerings 2. Improve graduation rates 3. Increase the percentage of undergraduate students who are taught by full-time faculty 4. Decrease student-faculty ratios 5. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling 6. Reduce the percentage of students who graduate with excess hours
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The entire University of South Florida System (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Tuition differential will apply to all undergraduate courses offered by the USF system
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	USF Tampa: \$22.00 USF St. Petersburg: \$12.80 USF Sarasota-Manatee: \$12.80 USF Polytechnic: \$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	See individual USF institution plans
\$ Increase in tuition differential for 30 credit hours:	See individual USF institution plans

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):

USF System: \$6,349,677

Total differential fee revenue generated in 2010-11 (projected):

USF System: \$15,536,285

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$10,875,399.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. USF Tampa

- a. Increase course offerings (\$884,480)
- b. Improve graduation rates (\$686,966)
- c. Increase the percentage of undergraduate students who are taught by full-time faculty (\$3,481,076)
- d. Decrease student-faculty ratios (\$3,900,193)
- e. Improve the efficiency of the delivery of undergraduate education through academic (\$682,148)
- f. advisement and counseling

2. USF St. Petersburg

- a. Support ongoing commitments to faculty and staff hired in 2009-10 (\$250,000)
- b. Support for 2 additional faculty members in the sciences, specifically biochemistry, genetics, to provide badly needed courses for USFSP pre-health/health sciences students. Currently, students must take these courses elsewhere and USFSP cannot assure robust assessment of student learning outcomes for courses taken at other institutions. In addition, funds will be used to support the new courses taught in the first year (equipment, supplies, staff support) (\$200,000)
- c. Support for additional academic advisors, support staff and tutors. Our current ratio is 487:1. This is not in keeping with best practice in higher education, particularly for USFSP’s student demographic profile (with large numbers of students needing more academic advising help. The USFSP Academic Success Center is one of only three SUS institutions that is accredited by the College Learning and Reading Association. This is a measure of its quality and effectiveness. However, it is understaffed for the increasing number of students that it serves (\$160,000)
- d. Additional support for the Office of Registration and Records support staff to enhance student services and allow some evening hours. This office is a “first line” office for students seeking information on their degree progress and for scheduling of courses. The technology in the office is outdated and needs updating, particularly with regard to the course catalogs. (\$90,000)

3. USF Sarasota-Manatee

- a. Increase course offerings

4. USF Polytechnic

- a. Increase course offerings.
- b. Improve graduation rates through timely information on student progress.
- c. Improve advising/counseling to enhance the delivery of undergraduate education.

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$4,660,885. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$3,495,664
2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$1,165,221

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.

1. Freshman retention rate.
2. Six-year graduation rate for FTICs.
3. Three-year graduation rate for transfer students with AA degree.
4. Student to advisor ratio.
5. Student to faculty ratio.

Performance Measure Status

What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.

See individual USF institution report for specific plan’s on improving performance in the above outlined measures.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
USF Tampa: a. Increase course offerings b. Improve graduation rates c. Increase the percentage of undergraduate students who are taught by faculty d. Decrease student-faculty ratios e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling	The 70% collected to be used to enhance undergraduate education was allocated to hiring new professors, instructors, and academic advisors.
USF Health: a. Increase the percentage of undergraduate students who are taught by faculty	USF Health offers only two undergraduate programs: one in the College of Nursing and one in the College of Medicine. Differential revenue is being used in support of reducing the student/faculty ratio in clinical experiences. Both full-time faculty and adjunct instructors are currently supported. The College of Public Health (COPH) does not have undergraduate programs. However, COPH offers undergraduate classes that are part of the minor in public health and other general service courses for the university. Revenue from these classes is being used to support the salary of adjunct instructors. These funds have allowed USF Health to support the existing level of undergraduate adjunct instructors and therefore maintain/increase the number of undergraduate course offerings at a time of continued base budget reductions. The total expenditure includes some carry forward funds and thus exceeds the tuition differential revenue.
USF St. Petersburg: a. Increase course offerings b. Improve graduation rates through more timely information on student progress c. Improve advising/counseling to enhance the delivery of undergraduate education	The 70% collected to be used to enhance undergraduate education was allocated to hiring adjunct instructors to teach undergraduate courses, and buying news services from a local news bureau in support of undergraduate classes.
USF Sarasota-Manatee: a. Increase course offerings	The 70% collected to be used to enhance undergraduate education was allocated to hiring adjunct instructors to teach undergraduate courses.
USF Polytechnic: a. Increase course offerings b. Increase the percentage of undergraduate students who are taught by faculty c. Decrease student-faculty ratios	The 70% collected to be used to enhance undergraduate education was allocated to hiring faculty to teach undergraduate courses.

Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	63
Number of Advisors Hired or Retained (funded by tuition differential):	10
Number of Course Sections Added or Saved (funded by tuition differential):	74
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
A portion of the 30% of the differential fee revenue (approx. \$200,000) will be held for USF to provide grant funding for students whose families experience changes in their financial situation.	Only \$4,000 has been used from this fund as of this date.
The remaining amount would be awarded to eligible continuing students (as defined above) in an effort to address some of the unmet need.	The differential funding increase resulted in funding for 577 additional students, or an increase of almost sixteen percent.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,171
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,043
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$181
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

Tuition Differential Proposal for 2010-2011	
University: University of South Florida – Tampa	
Effective Date	
University Board of Trustees Approval Date:	June 16 th 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	<ol style="list-style-type: none"> 1. Increase undergraduate course offerings 2. Improve graduation rates 3. Increase the percentage of undergraduate students who are taught by faculty 4. Decrease student-faculty ratios 5. Improve the efficiency of the delivery of undergraduate education through academics who graduate with excess hours
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The entire University of South Florida System (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Tuition differential will apply to all undergraduate courses offered by the USF system
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$22.00
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$5,292,991 <i>(Tampa-\$4,951,995; Health-\$340,996)</i>
Total differential fee revenue generated in 2010-11 (projected):	\$13,764,091 <i>(Tampa-\$12,898,529; Health-\$865,562)</i>
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$9,634,864.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase course offerings (\$884,480) 2. Improve graduation rates (\$686,966) 3. Increase the percentage of undergraduate students who are taught by faculty (\$3,481,076) 4. Decrease student-faculty ratios (\$3,900,193) 5. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$682,148) 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$4,129,227. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$3,096,920 2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$1,032,307 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Freshman retention rate. 2. Six-year graduation rate for FTICs. 3. Three-year graduation rate for transfer students with AA degree. 4. Student to advisor ratio. 5. Student to faculty ratio.

Performance Measure Status

What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.

The USF Tampa strategic plan documents in detail the metrics used to measure success, metrics for which the institution is held accountable by the Board of Trustees.

1. Freshman retention rate: (2007-08) 81%; goal of 90% (2011-12)
2. Six-year graduation rate: 49.3%(Fall 2001 cohort); goal of 63% (Fall 2005 cohort)
3. Three-year graduation rate for transfer students with AA degrees: 48% (2003 cohort); goal of 55% (2007 cohort)
4. Student to advisor ratio: (2007-08) 480:1; goal 300/350:1
5. Student to faculty ratio: current- 27.5:1; goal to reduce this ratio to the national average

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
USF Tampa: a. Increase course offerings b. Improve graduation rates c. Increase the percentage of undergraduate students who are taught by faculty d. Decrease student-faculty ratios e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling	The 70% collected to be used to enhance undergraduate education was allocated to hiring new professors, instructors, and academic advisors.
USF Health: a. Increase the percentage of undergraduate students who are taught by faculty	USF Health offers only two undergraduate programs: one in the College of Nursing and one in the College of Medicine. Differential revenue is being used in support of reducing the student/faculty ratio in clinical experiences. Both full-time faculty and adjunct instructors are currently supported. The College of Public Health (COPH) does not have undergraduate programs. However, COPH offers undergraduate classes that are part of the minor in public health and other general service courses for the university. Revenue from these classes is being used to support the salary of adjunct instructors. These funds have allowed USF Health to support the existing level of undergraduate adjunct instructors and therefore maintain/increase the number of undergraduate course offerings at a time of continued base budget reductions. The total expenditure includes some carry forward funds and thus exceeds the tuition differential revenue.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	Tampa: 22 (11 assistant professors, 11 instructors) Health: 8 (2 assistant professors, 6 instructors), 1 student assistant
Number of Advisors Hired or Retained (funded by tuition differential):	Tampa: 8
Number of Course Sections Added or Saved (funded by tuition differential):	

2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
A portion of the 30% of the differential fee revenue (approx. \$200,000) will be held for USF to provide grant funding for students whose families experience changes in their financial situation.	Only \$4,000 has been used from this fund as of this date.
The remaining amount would be awarded to eligible continuing students (as defined above) in an effort to address some of the unmet need.	The differential funding increase resulted in funding for 577 additional students, or an increase of almost sixteen percent.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,171
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,043
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$181
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

Tuition Differential Proposal for 2010-2011	
University: University of South Florida St. Petersburg	
Effective Date	
University Board of Trustees Approval Date:	XXXXXXX
Implementation Date (month/year):	XXXXXXX
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	The Tuition Differential (TD) at USFSP funds critical academic support services and direct academic instruction in key areas of need/program distinction. For example, in 2009-10 TD funds supported three new faculty members and one new academic advisor.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	USF System
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Fee applies to all undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$599,601
Total differential fee revenue generated in 2010-11 (projected):	\$1,010,877
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$707,614.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Support ongoing commitments to faculty and staff hired in 2009-10 (\$250,000) 2. Support for 2 additional faculty members in the sciences, specifically biochemistry, genetics, to provide badly needed courses for USFSP pre-health/health sciences students. Currently, students must take these courses elsewhere and USFSP cannot assure robust assessment of student learning outcomes for courses taken at other institutions. In addition, funds will be used to support the new courses taught in the first year (equipment, supplies, staff support) . (\$200,000) 3. Support for additional academic advisors, support staff and tutors. Our current ratio is 487:1. This is not in keeping with best practice in higher education, particularly for USFSP’s student demographic profile (with large numbers of students needing more academic advising help. The USFSP Academic Success Center is one of only three SUS institutions that is accredited by the College Learning and Reading Association. This is a measure of its quality and effectiveness. However, it is understaffed for the increasing number of students that it serves (\$160,000) 4. Additional support for the Office of Registration and Records support staff to enhance student services and allow some evening hours. This office is a “first line” office for students seeking information on their degree progress and for scheduling of courses. The technology in the office is outdated and needs updating, particularly with regard to the course catalogs. (\$90,000) 	
<p>Thirty percent (30%)</p> <p>Managed at the USF System level (see USF System work plan)</p>	
Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<ol style="list-style-type: none"> 1. Unmet demand analysis to determine if students are getting timely access to additional courses (new) 2. 4/5/6 year graduation rate 3. year to year retention rate 4. Reduce student : advisor ratio 5. Maintain student : faculty ratio
Performance Measure Status	
<p>What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<ol style="list-style-type: none"> 1. Unmet demand analysis to determine if students are getting timely access to additional courses (new) 2. 4/5/6 year graduation rate 3. year to year retention rate 4. Reduce student : advisor ratio 5. Maintain student : faculty ratio

1. Unmet demand analysis will be performed at least yearly to monitor the impact of the hiring of new faculty to teach what are predicted to be high demand courses. We currently have the capability of performing such analyses, but have no baseline data since the proposed course offerings will be new.
2. The 4-, 5- and 6-year graduation rates for FTICs are 18%, 43% and 53%, respectively. These figures are based on staff work completed by the BOG/SUS for use in USFSP's first IPEDS report. These figures provide baseline data and will be monitored for at least two additional years in order to develop trends.
3. A year-to-year retention rate for upper-division transfers was developed locally. The 3-year average year-to-year retention rate is: 72% and it is our expectation to increase retention the retention rate by 1% by Fall 2011.
4. Reduce student: advisor ratio. The current student: advisor ratio is 487: 1. Initial goal is 425: 1 to be achieved by Fall 2011.
5. Maintain student: faculty ratio. The current student: faculty ratio at USFSP is about 24 : 1. The goal is to maintain this ratio in the face of continued budget reductions.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase course offerings	Two new faculty members hired for Fall 2009
Improve graduation rates through more timely information on student progress	Office of Records and Registration received funding for additional staff in Fall 2009
Improve advising/ counseling to enhance the delivery of undergraduate education.	New FTIC advisor hired in Fall 2009; new business/pre-health advisor hired in Summer 2009
Enhance Faculty teaching awards	Not completed pending clarification of union Collective Bargaining Agreement
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	2
Number of Advisors Hired or Retained (funded by tuition differential):	2
Number of Course Sections Added or Saved (funded by tuition differential):	17
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System level.	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System level.
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

Tuition Differential Proposal for 2010-2011	
University: University of South Florida Sarasota-Manatee	
Effective Date	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Increase course offerings.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All university undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$256,935
Total differential fee revenue generated in 2010-11 (projected):	\$429,618
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$300,733</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <p>1. Increase course offerings.</p>	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.</p> <p>Managed at the USF System Level (See USF System Work Plan)</p>	
Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<p>1. Number of courses added.</p>
Performance Measure Status	
<p>What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<p>1. Spring Semester 2010, 29 courses were funded by the tuition differential. 40 courses will be funded in Fall 2010.</p>

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase number of course offerings.	29 courses were funded in Spring Semester 2010.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	19 adjunct faculty and 2 resident faculty overloads were funded.
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	29
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System Level (See USF System Work Plan)	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System Level (See USF System Work Plan)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

Tuition Differential Proposal for 2010-2011	
University: University of South Florida Polytechnic	
Effective Date	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To preserve course offerings that would otherwise have been eliminated in response to budget cuts.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Polytechnic
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The tuition differential will apply to all undergraduate courses offered by the USF System
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$200,150
Total differential fee revenue generated in 2010-11 (projected):	\$331,699
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$232,189.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase course offerings. 2. Improve graduation rates through timely information on student progress. 3. Improve advising/counseling to enhance the delivery of undergraduate education. 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$90,154. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$ USF SYSTEM.</p> <p>Managed at the USF System level (see USF System work plan)</p>	
Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.</p>	<ol style="list-style-type: none"> 1. Increase in course offerings. 2. Progress toward degree 3. Advising/counseling enhancements
Performance Measure Status	
<p>What is the institution’s plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p>	<ol style="list-style-type: none"> 1. USF Polytechnic’s estimated tuition differential revenue for 2009-10 was \$82,537. Initiatives undertaken included increasing course offerings (\$52,537) & increasing the % of students in UG majors who were taught by FT faculty (\$30K). 20010-11 target is \$214, 253 achievable by the end of the academic year through similar initiatives as 2009-10.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase Course offerings	23 course offerings (fall/spring)
Improve graduation rates through timely information on student progress	Additional course offerings improved progress toward degree
Improve advising/counseling to enhance the delivery of undergraduate education	Expect to improve this initiative in 2010-11
Additional Detail, where applicable	
Number of Faculty Hired (funded by tuition differential):	10 PT
Number of Advisors Hired (funded by tuition differential):	0
Number of Course Sections Added (funded by tuition differential):	28
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System level (see USF System work plan)	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System level (see USF System work plan)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

Tuition Differential Proposal for 2010-2011	
University: University of West Florida	
Effective Date	
University Board of Trustees Approval Date:	June 3, 2010
Implementation Date (month/year):	August, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	UWF plans to continue to use tuition differential to hire new full time faculty. As a result of the budget reductions that began in fiscal year 2007/2008, UWF lost 58 full time faculty positions. This loss in faculty positions contributed in large part to an increase in the student-to-faculty ratio from 19:1 in Fall 2007 to 23:1 in Fall 2008. Having the ability to hire new faculty in the Fall of 2009 using tuition differential helped UWF lower its student-to-faculty ratio to 22:1. Many of the new faculty hires are targeted in fields of critical importance to the region and state such as accounting, teacher education, the health professions, and STEM.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	All locations
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$5.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses

Incremental differential fee revenue generated in 2010-11 (projected):	\$1,235,271
--	-------------

Total differential fee revenue generated in 2010-11 (projected):	\$2,082,671
--	-------------

Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$1,457,870.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Faculty/instructors will continue to be funded from differential tuition to provide classroom instruction and advising (\$1,457,870).

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$624,801. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Provide need-based financial aid for the student body who have demonstrated need based on FAFSA evaluation.
2. Provide need-based aid for low income, first-generation-in-college students.

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Maintain and/or improve retention rates. 2. Maintain and/or lower student-faculty ratio. 3. Maintain small class sizes.
--	--

Performance Measure Status

What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. One year FTIC retention rate increased from 72% to 79%. Goal is to continue to improve. 2. Student-to-faculty ratio changed from 23:1 to 22:1 from Fall of 2008 to Fall of 2009. Goal is to at least maintain this ratio in Fall 2010. 3. In Fall of 2008 and 2009, 80% of undergraduate class sections had fewer than 40 students. Goal is to maintain 80% in 2010.
---	---

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Fee was approved in 2009/2010 to hire/retain full-time faculty.	Four new faculty were hired and four faculty were retained.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	A total of eight faculty were hired/or retained.
Number of Advisors Hired or Retained (funded by tuition differential):	NA
Number of Course Sections Added or Saved (funded by tuition differential):	NA
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provide need-based financial aid for the student body who demonstrated need based on FAFSA evaluation.	A total of \$255,020 was awarded in 2009/2010.
Provide need-based aid for low income, first-generation-in-college students.	Of the 175 students who received tuition differential, 86 were first generation.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	175
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,454
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$254
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000