

State University System of Florida Board of Governors



Tuition Differential Fee Report

December 23, 2009

Pending approval by the Board of Governors at its January 28, 2010 meeting.

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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 18, 2009.

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 will 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 System-wide and is monitoring university implementation and performance.

- The Board reviewed and approved the eleven university tuition differential fee proposals for the 2009-10 academic year shortly after the 2009 changes became law, allowing universities to notify students of the charge and budget for the appropriate programs.
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.
- The Board passed a revised tuition and fee regulation (Appendix III) and a planning and performance monitoring regulation (Appendix IV) that define the process for proposing, approving, and monitoring the success of each university's tuition differential fee. These regulations include 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.

The Board's annual accountability report includes measures specifically outlined in the tuition differential fee statute. This report provides an historical baseline look at each of those measures. As part of the annual work plan process described in the Board's planning and performance monitoring regulation (Appendix IV), universities will submit proposals for the tuition differential fee increases, and the Board will review institutional performance on statutory and other measures in its consideration of those proposals.

In the 2008-09 academic year, five universities charged a tuition differential fee, raising nearly \$10.3 million. The revenues were spent to hire new faculty and advisors, maintain course offerings, and provide need-based financial aid and other undergraduate support services.

In the 2009-10 academic year, each of the eleven state universities is charging a tuition differential fee, with rates ranging from \$5.74 to \$13.74 per credit hour

and estimated 2009-10 revenues of \$33.7 million. The planned uses of these funds will provide \$10.4 million in need-based financial aid and \$23.3 million to support undergraduate education through investments in faculty and advisors, more course offerings and course sections, and other undergraduate educational resources.

Background

The tuition differential fee was first created in statute in 2007 and modified slightly in 2008. 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 State University System 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.¹ 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 set 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. This report provides a summary of Board and institutions’ implementation of the tuition differential statute.

¹ The 2009 tuition differential fee statute is in Appendix II, and the statute prior to the passage of 2009-98, *Laws of Florida*, is in Appendix I.

Board of Governors Implementation of the Tuition Differential Fee

The Board Took Immediate Actions to Implement the Tuition Differential Fee for the 2009-10 Academic Year

To implement the tuition differential fee following the signing of SB 762 by Governor Crist and in time for the fall 2009 academic term, the Board outlined in its May 7 conference call the process for submission and approval of university proposals.

- Following the process outlined by the Board, university boards of trustees submitted tuition differential fee proposals by May 29. (The universities' proposals are attached in Appendix V and include the proposed rate, any differentiated charges among campuses or courses, a statement of purpose for the charge and details of how the revenues would be spent to support that purpose, and indicators for monitoring the impact of those expenditures.)
- The Board Budget, Finance, and Business Operations Committee met via conference call on June 9 to consider university proposals and voted to forward them to the full Board for final consideration.
- The Board met on June 18 and voted to approve the universities' proposals. If the Board had denied a university's proposal, the process initially outlined an appeal process by which a university could have requested reconsideration of the Board's action within five days of the decision, and a Tuition Appeals Committee would have heard the request.

The Board Passed Regulations to Formalize the Process in the Context of Broader Planning, Budgeting, and Accountability Efforts.

Once the 2009-10 tuition differential fee was adopted, the Board created in regulation a process for submission, review, and approval of tuition differential fee proposals in subsequent years. That process is integrated into a broader university work plan and annual reporting system that the Board codified in regulation.

The Board approved a new regulation (Regulation 2.002 – University Work Plans and Annual Reports, Appendix IV) on November 12, 2009. The regulation sets up a two-part process by which each university will provide an annual accountability report to the Board during the latter part of each calendar year and propose a work plan to the Board each summer. The annual accountability report incorporates numerous performance measures, including metrics related to undergraduate education that are specifically identified in the tuition differential fee statute. The work plans will include tuition differential fee

proposals, as well as enrollment plans and budget issues, and the Board's consideration of the work plans will be informed by the performance measures in the annual accountability reports. While this new regulation is responsive to the tuition differential fee law, it also addresses larger planning and accountability issues and is designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

The Board amended its tuition and fee regulation (7.001 – Tuition and Associated Fees, Appendix III), adding the process for requesting a tuition differential fee, an appeal process if the fee request is denied by the Board, and guidelines for complying with and reporting on the need-based financial aid provisions of the statute.

University Proposals

- A university board of trustees (UBOT) may submit a proposal to the Budget, Finance, and Business Operations 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 UBOT 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, a description of the initiative(s) and the estimated expenditure(s) for the 70% of funds used to support undergraduate education, and the 30% of funds providing student financial assistance.
- Each proposal must indicate how the university will monitor the success of the tuition differential fee.

Board Review and Approval

The Budget, Finance and Business Operations (BFBO) Committee will meet in June to review the proposals and make a recommendation on each proposal to the full Board. In addition to reviewing the proposals, the BFBO Committee will examine 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 BFBO 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 revised 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).

2008-09 Tuition Differential Fee Summary

In 2008-09, after Board approval, five state universities charged a tuition differential fee. Four of the universities (FIU, FSU, UF, and USF) charged \$6.96 per credit hour, the maximum allowable rate, and UCF charged \$2.32 per credit hour, or one-third of the maximum rate. USF charged its tuition differential fee at its main campus and for undergraduate credit hours at its Health-Science Center, but not at its branch campuses. In total, these five institutions generated \$10.3 million from the tuition differential fee in 2008-09.

For the universities charging a tuition differential fee in 2008-09, the original statutory language required that the revenues be spent on undergraduate education. The universities reported that these revenues were used to hire additional undergraduate faculty and academic advisors and to preserve course offerings that otherwise would have been eliminated in response to budget cuts.

Tuition Differential Fee Per Credit Hour, Revenues, and Expenditures

University	Per Credit Hour Fee, 2008-09	Revenues, 2008-09	Expenditures, 2008-09
University of Florida ¹	\$6.96	\$2,092,456	\$211,771
Florida State University ¹	\$6.96	\$1,893,369	\$0
University of South Florida ^{1,2}	\$6.96	\$2,738,411	\$2,304,278
University of Central Florida	\$2.32	\$980,000	\$ 980,000
Florida International University	\$6.96	\$2,566,323	\$2,558,184
SUS TOTAL		\$10,269,971	\$6,054,233

Source: Board of Governors.

Note¹: Each university has a different budgeting and planning process which led to a variation in expenditures relative to revenues within a fiscal year. More information can be found in the Intended Uses of 2008-09 Tuition Differential Fee Revenues, in the table below.

Note²: This differential fee is for the main campus and includes undergraduate credit hours within the Health-Science Center.

Intended Uses of 2008-09 Tuition Differential Fee Revenues

University	Intended Uses
University of Florida	Funds were committed to hire twenty new faculty and advisors with effective dates no later than the fall of 2009 (the 2009-10 academic year). Thus far, 16 of these positions have been filled and searches are still underway to fill the remaining four positions. During the 2008-09 academic year, UF hired temporary personnel to teach in the Colleges of Agriculture, Fine Arts, Health & Human Performance, and Liberal Arts and Sciences to relieve high-demand courses while permanent searches were taking place. In addition, one

	advisor in the College of Business Administration and one faculty member in the College of Agriculture were hired during 2008-09.
Florida State University	Funds were held in reserve while plans were made to hire additional faculty and advisors. Hiring began July 1, 2009, and the new faculty and advisors started at the University in the fall 2009 term (the 2009-10 academic year).
University of South Florida	Funds were used to maintain some undergraduate courses offerings and to hire eight additional advisors.
University of Central Florida	Funds were used to maintain undergraduate courses and student support services that would have been eliminated due to budget reductions. In addition, financial assistance was provided to approximately 250 students with financial need.
Florida International University	Funds were used to hire additional faculty, provide summer courses, strengthen the Writing Center, provide additional disability services to affected students, and improve the computer labs.

Source: Board of Governors.

2009-2010 Tuition Differential Fee Summary

In 2009-10, all eleven state universities charged a tuition differential fee. All of the institutions requested and were approved to charge the maximum allowable increase in 2009-10, and the charge ranges from \$5.74 to \$13.74 per credit hour depending on whether and how much the university charged in 2008-09. In total, SUS institutions estimate \$37.9 million will be generated from the tuition differential fee in 2009-10.

The statute and Board regulation require that 30 percent of revenues be spent on undergraduate need-based financial aid and the remaining 70 percent be spent on undergraduate education. Although the 2009-10 academic year is still underway, the Board asked universities to report current-year information, as well as prior-year information, about the tuition differential fee. The 2009-10 tuition differential fee proposals provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues.

2009-10 Tuition Differential Fees, Revenues, and Expenditures

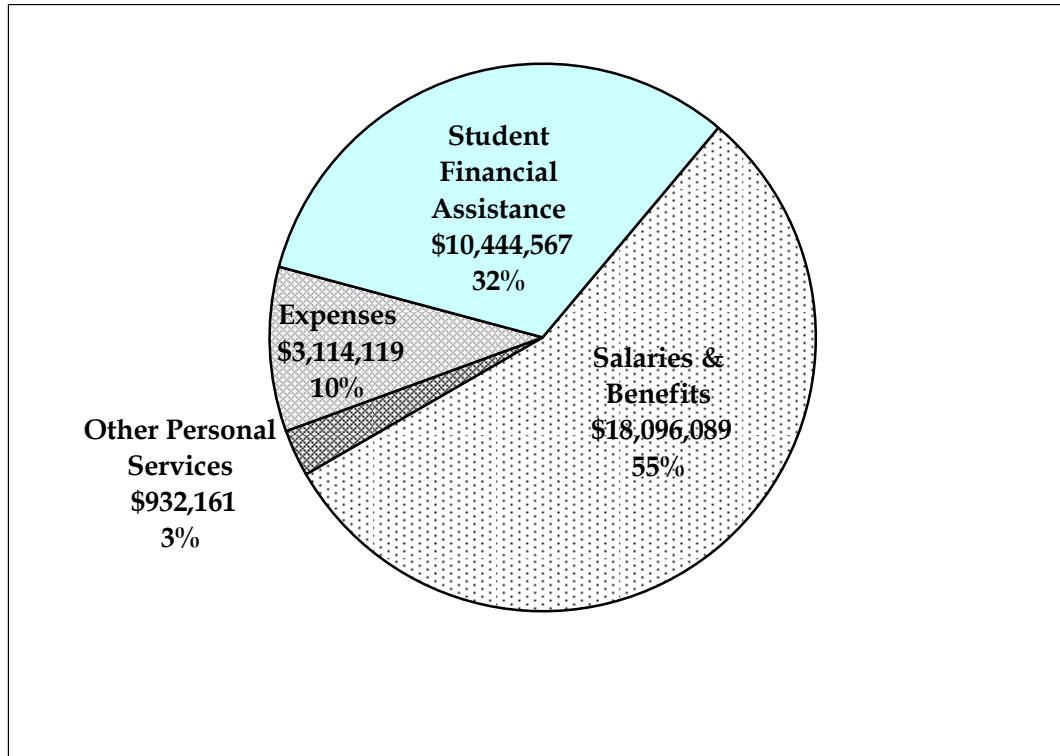
Institutions	Per Credit Hour Fee	Estimated Revenues, 2009-10			Estimated Expenditures, 2009-10		
		Beginning Balance	Estimated Revenues	Total Revenues	Financial Assistance	Undergraduate Education	Total
UF ¹	\$13.74	\$1,880,685	\$5,925,964	\$7,806,649	\$0	\$2,681,937	\$2,681,937
FSU	\$13.74	\$1,893,369	\$3,951,478	\$5,844,847	\$1,185,443	\$4,659,404	\$5,844,847
FAMU	\$5.74	\$0	\$880,546	\$880,546	\$264,164	\$616,382	\$880,546
USF-Tampa & HSC ²	\$13.74	\$434,133	\$7,326,087	\$7,760,220	\$2,301,379	\$5,457,652	\$7,759,031
USF-Branch Campuses	\$5.74	\$0	\$616,905	\$616,905	\$185,071	\$431,834	\$616,905
FAU	\$5.74	\$0	\$896,000	\$896,000	\$448,000	\$448,000	\$896,000
UWF	\$5.74	\$0	\$847,400	\$847,400	\$254,220	\$593,180	\$847,400
UCF	\$8.41	\$0	\$5,261,903	\$5,261,903	\$1,578,571	\$3,683,332	\$5,261,903
FIU	\$13.74	\$8,139	\$5,853,286	\$5,861,425	\$1,755,986	\$4,097,300	\$5,853,286
UNF	\$5.74	\$0	\$1,203,064	\$1,203,064	\$360,919	\$842,145	\$1,203,064
FGCU	\$5.74	\$0	\$870,000	\$870,000	\$310,415	\$559,585	\$870,000
NCF	\$5.74	\$0	\$75,366	\$75,366	\$22,610	\$52,756	\$75,366
SUS Total from Tuition Differential		\$4,216,326	\$33,707,999	\$37,924,325	\$8,666,778	\$24,123,507	\$32,790,285
UF New Private Financial Aid					\$1,777,789		\$1,777,789
TOTAL		\$4,216,326	\$33,707,999	\$37,924,325	\$10,444,567	\$24,123,507	\$34,568,075

Source: Board of Governors.

Note¹: The University of Florida opted to raise private funds (approximately \$1.78 million) equivalent to the 30 percent requirement for student financial aid. It plans to use the entire amount collected from the tuition differential fee for undergraduate educational services.

Of total planned tuition differential fee-funded expenditures for 2009-10, more than half (55%) are budgeted for salaries. This plan is in line with the reported uses of the tuition differential that include hiring additional faculty and advisors, reducing student-faculty ratios, and providing more class sections. One-third of expenditures are budgeted for need-based student financial aid, which is consistent with the statutory requirement and represents an increase of more than \$10 million for need-based aid over the prior year.

2009-10 Tuition Differential Fee Planned Expenditures, by Budget Category



Source: Board of Governors.

Intended Uses of Projected 2009-10 Tuition Differential Fee Revenues

UNIVERSITY	INTENDED USES
University of Florida	<ul style="list-style-type: none"> ▪ Hire undergraduate faculty to improve student-faculty ratio.
Florida State University	<ul style="list-style-type: none"> ▪ Increase course offerings.
Florida A&M University	<ul style="list-style-type: none"> ▪ Improve graduation rates; ▪ Reduce class size; ▪ Offer more class sections; ▪ Provide needed resources for faculty enhancements.
University of South Florida	<ul style="list-style-type: none"> ▪ Increase course offerings; ▪ Maintain more timely information on student progress; ▪ Improve advising/counseling to enhance the delivery of undergraduate education.
Florida Atlantic University	<ul style="list-style-type: none"> ▪ Ensure that there are enough sections/seats offered in required courses to meet student needs.
University of West Florida	<ul style="list-style-type: none"> ▪ Provide additional faculty/instructors and advisors.
University of Central Florida	<ul style="list-style-type: none"> ▪ Provide more individualized instruction; ▪ Enhance academic advising support; ▪ Increase undergraduate course offerings; ▪ Hire and support faculty teaching undergraduate courses.
Florida International University	<ul style="list-style-type: none"> ▪ Purchase undergraduate scholarly journals and databases; ▪ Hire faculty; ▪ Hire advisors.
University of North Florida	<ul style="list-style-type: none"> ▪ Hire visiting faculty members to teach undergraduate courses; ▪ Replace student financial assistance funds reduced by the state.
Florida Gulf Coast University	<ul style="list-style-type: none"> ▪ Hire additional faculty.
New College of Florida	<ul style="list-style-type: none"> ▪ Support Quality Enhancement Program .

Source: Board of Governors.

Financial Aid Update, Fall 2009

At the Board's request, universities reported tuition differential-funded financial aid awards as of October 31, 2009. Comparisons among universities are difficult because financial aid budgeting differs among the universities, as do approaches to packaging this new need-based financial aid with other financial aid sources. Yet, these preliminary data show that thousands of undergraduate students are already benefitting from this new source of financial aid. From this revenue, universities have awarded more than \$7.8 million to undergraduates with financial need thus far this year.

In addition to financial aid awards, which may be provided to any students with financial need, the statute also refers specifically to recipients of Florida Student Assistance Grants² as potential beneficiaries of tuition differential fee waivers. For the most part, universities are providing need-based support through need-based financial aid awards funded by the tuition differential fee and other revenue sources. However, some universities are also waiving fees, including the tuition differential fee, in addition to those need-based payments. In the fall 2009 term, an estimated 29,487 undergraduates were eligible to receive Florida Student Assistance Grants. Of those, 651 also received tuition differential fee waivers totaling \$145,621, in addition to any financial aid disbursements they received from the universities.³

Universities have also recently provided detailed reports of all sources and awards of undergraduate need-based aid for 2008-09. These data allow the Board of Governors to establish a baseline from which to monitor compliance with the statute that prohibits supplanting of the tuition differential funds with other sources of need-based aid.

² The Florida Student Assistance Grant, or FSAG, is the primary state need-based grant program.

³ These estimates were made during the fall term, and thus the totals may change when final fall 2009 data are analyzed.

Performance Accountability, 2009-10 and Beyond

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2010, 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 at each university based on how the university has elected to spend those revenues. The tuition differential proposals approved by the Board will include additional metrics each university identifies in order to track the impact of each institution's particular uses of the tuition differential fee revenues.

Statutory Performance Measures

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

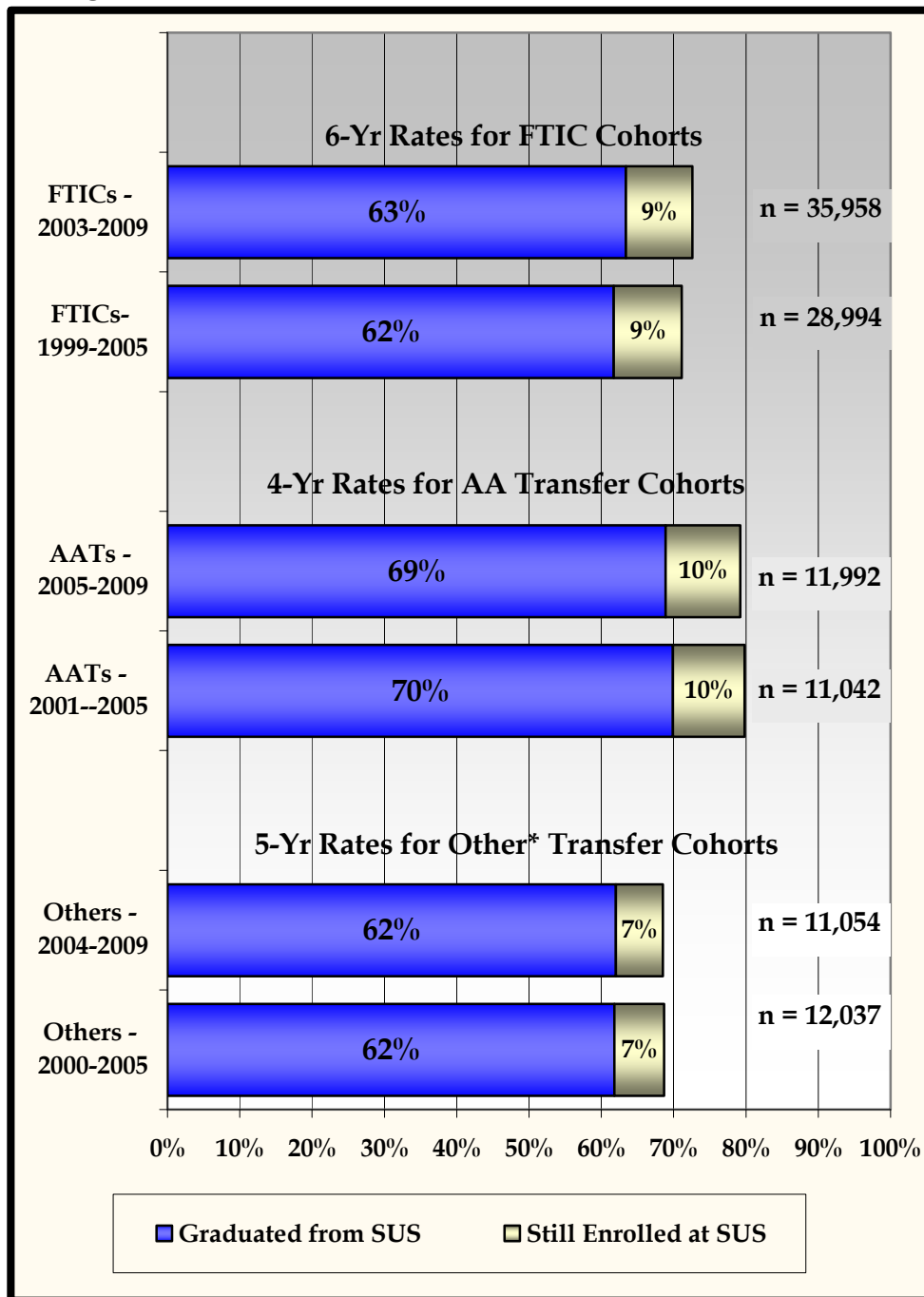
"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, 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 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), four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and five-year rate for "Other" transfers (those not falling in either of the other two groups). In addition, the State University System Annual Report contains these data by university and for additional time spans.

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.

Undergraduate Retention and Graduation Rates Have Been Relatively Stable During the Last Five Years



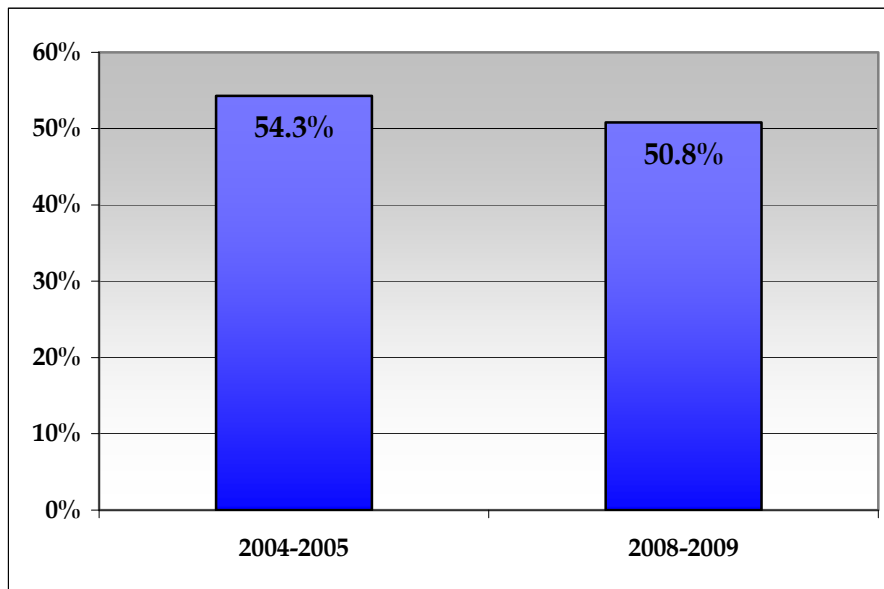
Source: Board of Governors.

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. 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 now motivate students to reduce excess hours.

The five-year drop in the percentage of students graduating within 110% of required hours is shown below for all types of students. Further analysis within the three cohorts of undergraduates tracked in the above graduation charts shows that although all three types of students increased their excess hours (i.e., the percentage within 110% dropped for each type), the largest percentage drop was for the "other transfers" group, those transferring from another university or from a Florida College without an AA degree.

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

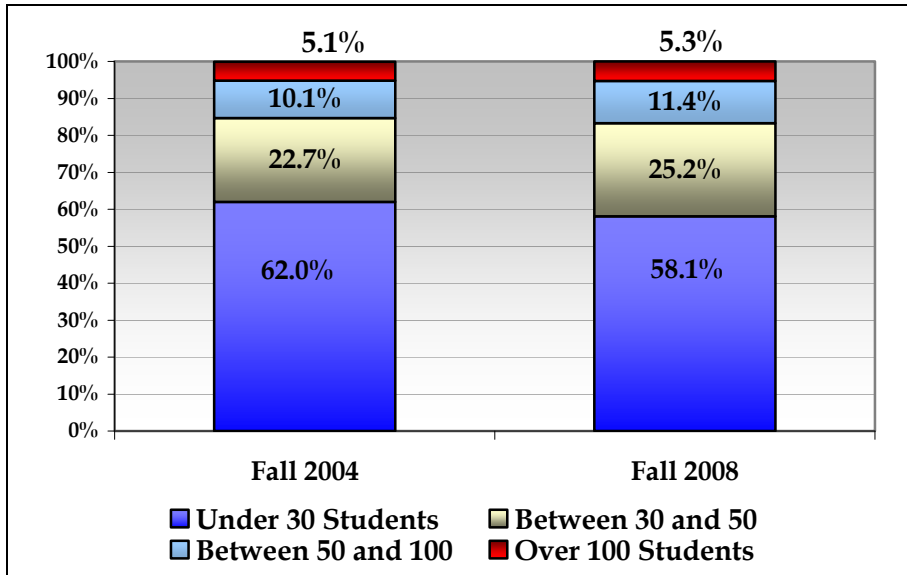


Source: Board of Governors.

Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. The following chart reports the distribution of course offerings (sections) by size and how that has changed in the last five years.

The Size of Undergraduate Course Sections Has Grown Slightly During the Last Five Years

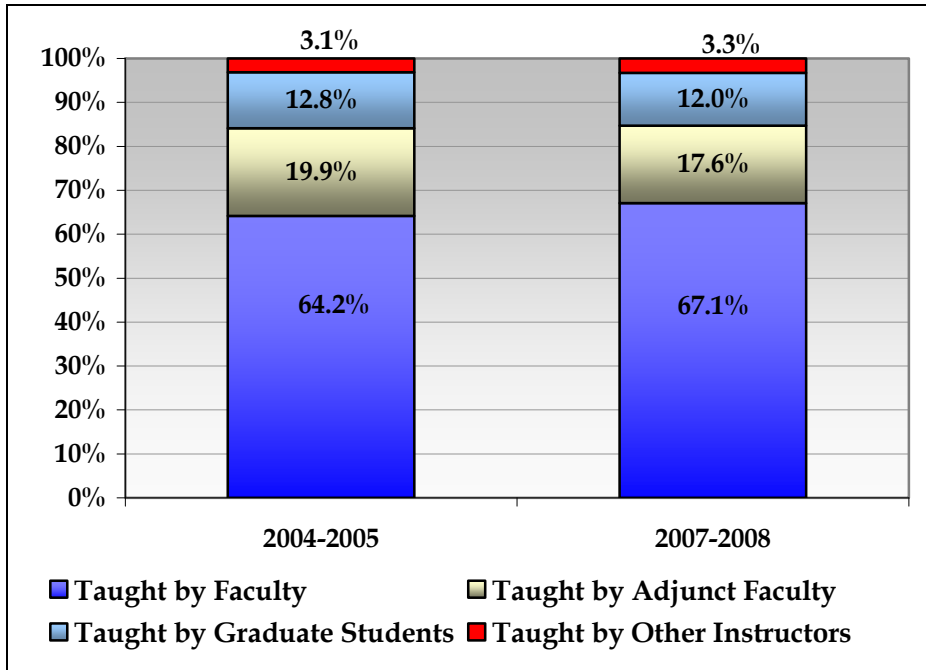


Source: Board of Governors.

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 Has Shifted Slightly Toward Faculty and Away from Adjuncts and Graduate Students in the Last Five Years



Source: Board of Governors.

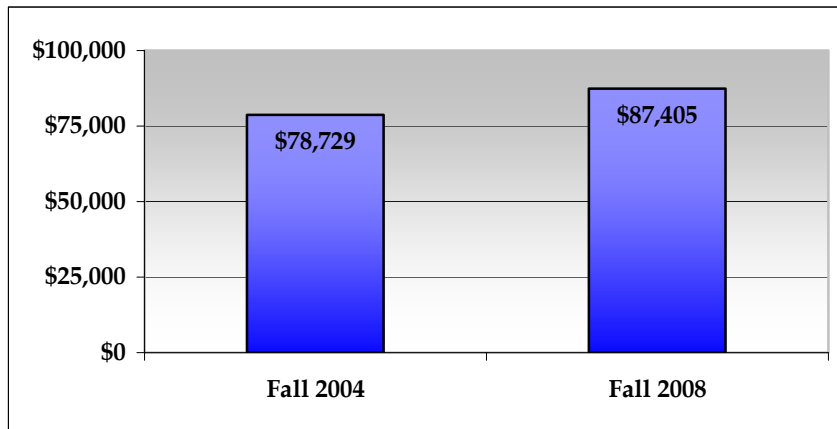
Undergraduate Faculty Compensation

As specified in 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, universities compete for faculty in a national market in which salaries tend to rise. Trends over time will also reflect inflationary pressure to keep up with the national market in order to retain and recruit faculty. At the same time that average State University System faculty compensation rose 11% (fall 2004 to fall 2008), inflation nationally was 15.3%.

Average Compensation for Faculty Teaching Undergraduates Rose 11% from 2004 to 2008

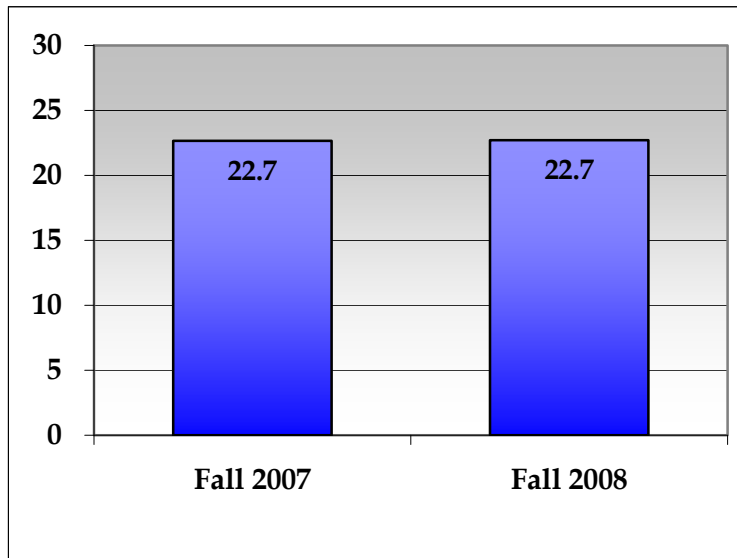


Source: Board of Governors.

Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the most recent two years. The Board report uses the methodology adopted by the U.S. Department of Education, so that going forward this metric will be both internally consistent and comparable nationally. (However, data with which to calculate annual System-wide averages are not available prior to the 2007-08 academic year.)

The System-Wide Student-Faculty Ratio Has Been Stable During the Last Two Years



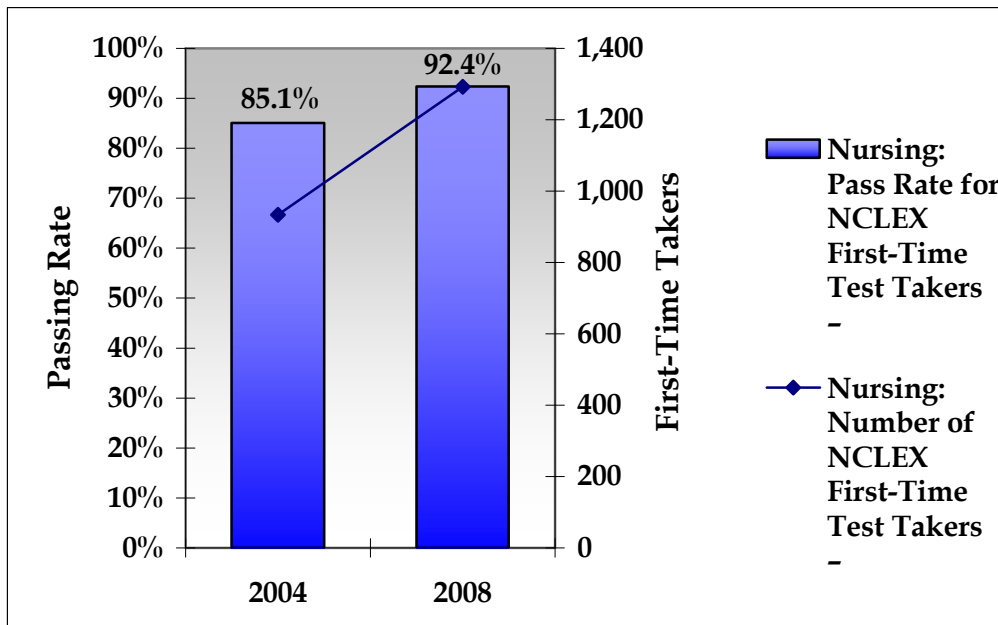
Source: Board of Governors compilation of data from the Common Data Set (Table I2).

Note: There are a variety of methods used nationally to compute a student-faculty ratio. The approach taken here is the methodology adopted by the U.S. Department of Education's Integrated Postsecondary Data System (IPEDS), to which all state universities will continue to report. Therefore, although these numbers differ from some prior Board of Governor's presentations on this issue, they are consistent with federal methodology and therefore nationally comparable. This chart shows the last two years, rather than the last five years shown in other charts in this report, because earlier Common Data Set reports did not provide sufficient data to calculate System-wide averages for this measure.

Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. Although currently the Board's Annual Report includes only nursing licensure exam data, Board staff are working to expand the reporting to include cohort pass rates for accounting, education, and engineering licensure 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.

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



Source: Board of Governors.

The Board's 2008-09 Annual Report will contain the above statutory performance measures and additional narrative concerning universities' planned performance monitoring as a baseline for monitoring the impact of the tuition differential-funded improvements during the coming years. This performance monitoring will inform the Board's review of future tuition differential proposals.

Supporting Materials

Subsection 1009.24(16) Florida Statute – Prior to 2009²

(16) The Board of Governors may establish a uniform maximum undergraduate tuition differential that does not exceed 40 percent of tuition for all universities that meet the criteria for Funding Level 1 under s. 1004.635(3), and may establish a uniform maximum undergraduate tuition differential that does not exceed 30 percent of tuition for all universities that have total research and development expenditures for all fields of at least \$100 million per year as reported annually to the National Science Foundation. Once these criteria have been met and the differential established by the Board of Governors, the board of trustees of a qualified university may maintain the differential unless otherwise directed by the Board of Governors. However, the board shall ensure that the maximum tuition differential it establishes for universities meeting the Funding Level 1 criteria is at least 30 percent greater than the maximum tuition differential the board establishes for universities that meet the required criteria for research and development expenditures. The tuition differential is subject to the following conditions:

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

(b) The tuition differential may not be calculated as a part of the scholarship programs established in ss. 1009.53-1009.537.

(c) 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.

(d) 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.

(e) 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.

² This is not the original 2007 version of the tuition differential fee statute but rather the 2008 revised statute.

(f) A university board of trustees that has been authorized by the Board of Governors to establish a tuition differential pursuant to this subsection may establish the tuition differential at a rate lower than the maximum tuition differential established by the board, but may not exceed the maximum tuition differential established by the board.

(g) The revenue generated from the tuition differential must be spent solely for improving the quality of direct undergraduate instruction and support services.

(h) Information relating to the annual receipt and expenditure of the proceeds from the assessment of the tuition differential shall be reported by the university in accordance with guidelines established by the Board of Governors.

Subsection 1009.24(16) Florida Statute – Revised 2009

(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. 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 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.

(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 III

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

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

Appendix V

University: University of Florida

Effective Date	
University Board of Trustees Approval Date:	June 12, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	To provide additional revenue in support of undergraduate education
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Applies to all university undergraduate courses
Tuition Differential	
Percentage increase from prior year:	7
Amount per credit hour:	\$6.78 (maximum as indicated in table)
Amount for 30 credit hours:	\$203.40
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$3,185,546
<p>Seventy percent (70%) of the funds must be used for undergraduate education. <i>Since UF may provide from other sources the 30% required for students with financial need, the funds in this section may amount to one hundred percent (100%) of the tuition differential.</i></p> <p>Describe 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. During the first year, because of the state budget reductions, it is likely that 95%-100% of the funds will be used for this purpose. 2. In subsequent years, funding additional advisors to provide student advising 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each: <i>It is likely that UF will provide the required 30% devoted to this purpose from other sources. It will be</i></p>	

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

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applied in two ways:

1. Florida Opportunity Scholars fund – provides 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. Include any performance measures that may be used:

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)

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

Appendix V

University: Florida State University

Effective Date	
University Board of Trustees Approval Date:	June 17, 2009
Implementation Date (month/year):	September 2009
Purpose	
Describe the overall purpose of the tuition differential:	The original intent is to enhance the quality of undergraduate courses. However, due to the budget reductions the funds will be used to maintain access to current degree programs and work towards timely graduation of undergraduate students.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	The maximum tuition differential of 7% will be assessed and will apply to all university undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$6.78
Amount for 30 credit hours:	\$203.40
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$2,461,399
<p>Seventy percent (70%) of the funds must be used for undergraduate education.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. First priority will be for instructors to provide courses to allow students access to courses required for timely graduation. 2. At this time, it is not anticipated that sufficient funds will be available to provide for enhancements to undergraduate courses. 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have</p>	

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

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financial need.

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

1. Funds will be used to continue funding provided for need based aid. The financial aid category was cut in 2008-09 and 2009-10. These funds will be used to replace the non-recurring funds used to support financial aid over the last two years.

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Funds will be placed in a separate fund to easily record and track expenditures.
2. Meet student course demand
3. Monitor graduation rates
4. Monitor student/faculty ratio

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

Appendix V

University: Florida A&M University

Effective Date	
University Board of Trustees Approval Date:	May 26, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential: The tuition differential will be used for the following undergraduate education initiatives:	Improve graduation rates, reduce class size, offer more course section and provide resources for faculty enhancement. Thirty percent of these funds will be used to provide financial assistance to need-based students.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	The tuition differential will apply to all undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	N/A
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$880,546 (estimate)
Seventy percent (70%) of the funds must be used for undergraduate education. Describe the initiative(s) and the estimated expenditure(s) for each: \$616,382 <ul style="list-style-type: none"> • Improve graduation rates • Reduce class size • Offer more class sections • Provide needed resources for faculty enhancements 	
Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.	

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University Request for a Tuition Differential

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Describe the initiative(s) and the estimated expenditure(s) for each: \$264,164 <ul style="list-style-type: none"> • Provide financial assistance to need-based students 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:	FAMU will set-up a separate Department ID to monitor the 7% tuition differential. Measurements will include: assessing graduation rates, monitoring class size, and improving classroom deliverables through effective and efficiency advising and counseling.

**Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential**

University: University of South Florida

Effective Date	
University Board of Trustees Approval Date:	May 20, 2009
Implementation Date (month/year):	August/2009
Purpose	
Describe the overall purpose of the tuition differential:	<p>The overall purpose of the tuition differential is to</p> <ul style="list-style-type: none"> – increasing undergraduate course offerings – improving graduation rates – increasing the percentage of undergraduate students who are taught by faculty – decreasing student-faculty ratios – improving the efficiency of the delivery of undergraduate education through academic advisement and counseling – reducing the percentage of students who graduate with excess hours
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	The entire USF system (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Tuition differential will apply to all undergraduate courses offered by the USF system

Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$6.78 (USF-Tampa) \$5.74 (USF-SP, USF-SM, USF-Polytechnic)
Amount for 30 credit hours:	\$203.40 (USF-Tampa), \$172.20 (USF-SP, USF-SM, USF-Polytechnic)

Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$5,676,117
<p>Seventy percent (70%) of the funds must be used for undergraduate education. Subtotal = \$3,973,282</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p>See attached table detailed by campus at the end of this document</p>	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need. Subtotal = \$1,702,835</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p>The target student population will be those continuing undergraduate students who were admitted beginning Fall 2007 and subsequent terms, have filed a FASFA by March 1, and have a demonstrated financial need. The current USF undergraduate population has a calculated unmet need of approximately \$154,000,000. The university resources are woefully inadequate to address this amount. Students resort to loans and employment to meet their needs. Access and retention are obviously affected.</p> <ol style="list-style-type: none"> 1. A portion (approximately \$200,000) will be held to provide USF grant funding for students whose families experience changes in their financial situation. 2. The remaining amount (approximately \$1,502,835) would go to those eligible continuing students (as defined above) in an effort to address some of the unmet need. 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:	<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

Attachment:**Initiative(s) and the estimated expenditure(s) for each:**

Revenue Location by Campus	70% of the Estimated Tuition Differential Revenue 09-10 (\$)	Initiatives per SB762 (estimated expenditure)* (* total for all initiatives must sum to the amount in column 2)
Academic Affairs, Tampa	\$3,381,487	<ul style="list-style-type: none"> – increasing course offerings (\$481,487) – improving graduation rates (\$350,000) – increasing the percentage of undergraduate students who are taught by faculty (\$600,000) – decreasing student-faculty ratios (\$1,600,000) – improving the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$350,000)
USF-Health	\$159,961	<ul style="list-style-type: none"> – increasing the percentage of undergraduate students who are taught by faculty (\$159,961)
USF-Saint Petersburg	\$250,025	<ul style="list-style-type: none"> – increasing course offerings (\$125,025) – improving graduation rates through more timely information on student progress (\$40,000) – improving advising/counseling to enhance the delivery of undergraduate education (\$85,000)
USF-Sarasota Manatee	\$99,272	<ul style="list-style-type: none"> – increasing course offerings (\$99,272)
USF-Polytechnic	\$82,537	<ul style="list-style-type: none"> – increasing course offerings (\$52,537) -- undergraduate students who are taught by faculty; decreasing student-faculty ratios (\$30,000)

USF TOTAL	\$3,973,282	<ul style="list-style-type: none"> – increasing course offerings (\$758,321) – improving graduation rates (\$390,000) – increasing the percentage of undergraduate students who are taught by faculty (\$759,961) – decreasing student-faculty ratios (\$1,630,000) – improving the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$435,000)
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Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

Appendix V

University: Florida Atlantic University

Effective Date	
University Board of Trustees Approval Date:	June 17, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	Support for instruction
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire University.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	All university undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$896,000
<p>Seventy percent (70%) of the funds must be used for undergraduate education.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. \$448,000 to ensure that there are enough sections/seats offered in required courses to meet student needs. 2. 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. 3. Courses to ensure student access, timely degree completion and maintaining FTE production. 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p>	

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1. \$448,000 – 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. 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.

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Monitor registration and student demand to assure that access is maximized.
2. Monitor graduation rates to assure that they hold to current numbers/percentages.
3. Funds will be placed in a distinct fund in order monitor and audit appropriately.
4. Monitor student/faculty ratio.
5. Monitor number of financial aid recipients to determine impact on unmet financial need.

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University Request for a Tuition Differential

Appendix V

University: University of West Florida

Effective Date	
University Board of Trustees Approval Date:	June 2, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	To provide additional revenue in support of undergraduate education
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Applies to all university undergraduate courses
Tuition Differential	
Percentage increase from prior year:	7
Amount per credit hour:	\$5.74 (maximum as indicated in table)
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$847,400
<p>Seventy percent (70%) of the funds must be used for undergraduate education. <i>Since UWF may provide from other sources the 30% required for students with financial need, the funds in this section may amount to one hundred percent (100%) of the tuition differential.</i> Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Faculty/instructors will be funded to provide classroom instruction and advising. The majority of funds for this year and in subsequent years will be used for this purpose. 2. Academic advisors assigned to specific disciplines to mentor students and inform students of opportunities on campus and in career planning will also be funded from these resources. 3. 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need. Describe the initiative(s) and the estimated expenditure(s) for each: <i>The required 30% devoted to this purpose will be applied in two ways:</i></p>	

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1. Provide need-based financial aid for the student body who have demonstrated need based on FAFSA evaluation
2. Provides need-based aid for low income, first-generation-in-college students
- 3.

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Maintain and improve retention rates
2. Maintain and lower student-faculty ratio (based on full time faculty FTE)
3. Maintain small class sizes and course availability

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University Request for a Tuition Differential

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University: University of Central Florida

Effective Date	
University Board of Trustees Approval Date:	May 21, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	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 the Tuition Differential will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	All undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7.00%
Amount per credit hour:	\$6.09
Amount for 30 credit hours:	\$182.70
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$4,281,903
<p>Seventy percent (70%) of the funds must be used for undergraduate education.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p>1. Implement a change in pedagogy in English Composition and College Algebra general education courses to provide more individualized instruction and enhance student success in these, and subsequent, courses and increase overall retention. This initiative will also include increasing the operating hours of the University Writing Center and Math Lab, increasing the number of student and faculty mentors, and opening an additional location of the University Writing Center in the University Library. These changes will impact not only the 3000+ students served in the stipulated courses, but also many hundreds of undergraduate students who will benefit from using the University Writing Center and Math Lab. \$721,333</p>	

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2. Enhance academic advising support for First Time in College (FTIC), 2nd year sophomores, and transfer students to enable transition into the colleges through dedicated advisors.

\$528,000

3. Provide support for colleges to increase undergraduate course offerings, hire and support faculty teaching undergraduate courses, and take other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates. **\$1,748,000**

Grand Total (70%)

\$2,997,333

Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.

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

These funds will be distributed as institutional grant dollars 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).

Grand Total (30%):

\$1,284,570

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

Undergraduate Education (70%)

1. 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 and program goals and objectives and reporting on the outcomes. Specific measures of success will include:

- Course offerings
- Number of students advised
- Retention rates of targeted populations
- Graduation rates
- Student-faculty ratios

Florida Board of Governors
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	<p>-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)</p> <p>-Use of University Writing Center and Math Lab correlated to student success.</p> <p><u>Undergraduate Need-based Financial Aid (30%)</u></p> <ol style="list-style-type: none">2. 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.3. The OSFA will be required to provide data on the BOARD report submitted to the state each October.
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University Request for a Tuition Differential

Appendix V

University: Florida International University

Effective Date	
University Board of Trustees Approval Date:	June 12, 2009
Implementation Date (month/year):	July 2009
Purpose	
Describe the overall purpose of the tuition differential:	Improve undergraduate education 70% Increase need based financial aid 30%
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Applies to all undergraduate courses
Tuition Differential	
Amount per credit hour:	\$6.78 * (Tuition Differential increase to take effect with the 2009 fall term)
Percentage increase from prior year:	7.6% **
Amount for 30 credit hours:	\$203.40
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$2.9 Million
<p>Seventy percent (70%) of the funds must be used for undergraduate education. Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ul style="list-style-type: none"> Library Inflationary changes: Inflationary cost of undergraduate scholarly journals and databases = \$0.4M Faculty - Instruction: Undergraduate faculty/Instructors hires = \$1.4M Student Support Advisory Services: Advisor hires = \$0.2M <p>TOTAL = \$2M</p>	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need. Describe the initiative(s) and the estimated expenditure(s) for each:</p>	

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\$0.9M will be used to provide an additional \$300 annually for approximately 3,000 full-time students who are full Pell Grant recipients (i.e., Expected Family Contribution of zero).

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Short Term measures:
 - Student to Faculty Ratio
 - Student to Advisor Ratio
 - # Financial Aid awards
2. Long Term measures
 - Improvement in Graduation and Retention rates

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University Request for a Tuition Differential

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University: University of North Florida

Effective Date	
University Board of Trustees Approval Date:	May 22, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	Tuition differential revenue will be spent to provide courses and support need-based aid for undergraduate students
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	UNF is a single campus institution
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	The tuition differential will be charged for all undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$1,203,064
<p>Seventy percent (70%) of the funds must be used for undergraduate education.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> \$805,533 will be used to support 15 visiting faculty members who will be teaching undergraduate courses \$36,612 will be used to offset the reduction in general revenue funding for undergraduate student financial aid. This is above the additional funding listed below. 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> SWOOP scholarships \$200,000 – a need-based program focused on students from specific low income schools. Jacksonville Commitment scholarships \$150,000 – need based program focused on Duval 	

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County students	
3. General university-funded need-based aid \$10,919	
Monitoring	
Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:	<ol style="list-style-type: none"> 1. We will track the number of course sections taught by visitors funded through this new revenue 2. We will also track our student to faculty ratio. Our goal is to maintain this year's ratio. 3. We will track the number of students who receive need-based financial aid funded by tuition differential revenue in each of the programs identified above.

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University Request for a Tuition Differential

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University: Florida Gulf Coast University

Effective Date	
University Board of Trustees Approval Date:	June 16, 2009
Implementation Date (month/year):	July, 2009
Purpose	
Describe the overall purpose of the tuition differential:	To increase access to undergraduate education to Florida residents.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire University.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	All undergraduate courses
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$.874 Million
<p>Seventy percent (70%) of the funds must be used for undergraduate education.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> Increase access to undergraduate education by hiring six additional full-time faculty. <p>FGCU is faced with ever-increasing demand for higher education. Since July 1, 2007 FGCU has significantly increased its enrollment despite significant reductions in state support. While enrollment increased by 24%, state general revenue decreased by 20%. 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 year with the help of money from the tuition differential, FGCU undergraduate enrollment can grow by a further 12% to just over 10,000.</p>	

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To accommodate the additional enrollment without sacrificing quality, FGCU will use \$.6 Million of the tuition differential to hire an additional 6 faculty. The 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 funds must be used for undergraduate students who have financial need.

Describe 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 29% of our undergraduate students receive need-based grant aid that amounted to about \$12,623,585 in FY 09. With 30% of the tuition differential (est. @ \$.274M) FGCU intends to increase the number of students who receive need-based aid in FY 10, and to increase the average need-based award. By so doing FGCU will help to mitigate impact of the tuition increase and hold harmless those students who are least able to afford the tuition increase.

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Increase in the number of course sections offered in AY 09-10 compared to AY 08-09.
2. Increase in the number of FTE generated by FT faculty in AY 09-10 compared to AY 08-09.
3. Increase in the number of students receiving need-based aid in AY 09-10 compared to those receiving such aid in AY 08-09.

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University Request for a Tuition Differential

Appendix V

University: New College of Florida

Effective Date	
University Board of Trustees Approval Date:	June 13, 2009
Implementation Date (month/year):	July, 2009
Purpose	
Describe the overall purpose of the tuition differential:	To support seminars to enhance the learning outcomes of New College students through a focus on the skills of Critical Inquiry, and to provide additional need based financial aid.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire College
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Will apply to all undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$Projected to be \$75,366
Seventy percent (70%) of the funds must be used for undergraduate education. Describe the initiative(s) and the estimated expenditure(s) for each: 1. Support our Quality Enhancement Program (QEP) Initiative - \$52,756	
Thirty percent (30%) of the funds must be used for undergraduate students who have financial need. Describe the initiative(s) and the estimated expenditure(s) for each: 1. Provide need based financial grants in the amount of \$22,610. We anticipate these funds will assist 10 to 15 students.	
Monitoring	

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<p>Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:</p>	<ol style="list-style-type: none">1. Improvement in skills of critical inquiry will be assessed through examination of narrative evaluations of students in the QEP seminars, sampling of student work, and evaluation of written assignments using appropriate rubrics. Results of these assessments will be used to improve the program.2. Need based aid will assist with recruitment and retention efforts. Monitor and compare the number of incoming students and overall retention rates with prior year totals and percentages.
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STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
SUS Universities Summary
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 4,216,326
Less: Prior-Year Encumbrances	\$ -	\$ -
Beginning Balance Available:	\$ -	\$ 4,216,326
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 8,177,514	\$ 27,764,405
Interest Revenue - Current Year	\$ 2,093,046	\$ 5,939,967
Interest Revenue - From Carryforward Balance	\$ -	\$ 3,627
Total Receipts / Revenues:	\$ 10,270,560	\$ 33,707,999
<u>Expenditures</u>		
Salaries & Benefits	\$ 5,076,534	\$ 20,475,663
Other Personal Services	\$ 150,627	\$ 932,161
Expenses	\$ 533,073	\$ 2,071,063
Operating Capital Outlay	\$ -	\$ -
Student Financial Assistance	\$ 294,000	\$ 7,330,260
Expended From Carryforward Balance	\$ -	\$ 1,981,138
*Other Category Expenditures	\$ -	\$ -
Total Expenditures:	\$ 6,054,234	\$ 32,790,285
Ending Balance Available:	\$ 4,216,326	\$ 5,134,040
Percent of Current Year Revenues:	41.1%	15.2%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 1,880,685
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 1,880,685
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ -
Interest Revenue - Current Year	2,092,457	5,925,964
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 2,092,457	\$ 5,925,964
<u>Expenditures</u>		
Salaries & Benefits	\$ 97,034	\$ 2,469,269
Other Personal Services	114,737	212,668
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance ¹	-	-
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ 211,771	\$ 2,681,937
Ending Balance Available:	\$ 1,880,685	\$ 5,124,712
Percent of Current Year Revenues:	89.9%	86.5%

*Please provide details for "Other Categories" used.

Note¹: The University of Florida opted to raise private funds (approximately \$1.78 million) equivalent to the 30 percent requirement for student financial aid. It plans to use the entire amount collected from the tuition differential fee for undergraduate educational services.

Tuition Differential Collections, Expenditures, and Available Balances
Florida State University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 1,893,369
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 1,893,369
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 1,893,369	\$ 3,951,478
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 1,893,369	\$ 3,951,478
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 2,825,635
Other Personal Services	-	66,000
Expenses	-	321,423
Operating Capital Outlay	-	-
Student Financial Assistance	-	738,420
Expended From Carryforward Balance	-	1,893,369
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 5,844,847
Ending Balance Available:	\$ 1,893,369	\$ -
Percent of Current Year Revenues:	100.0%	0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
Florida A&M University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
 <u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 880,546
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 880,546
 <u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	616,382
Operating Capital Outlay	-	-
Student Financial Assistance	-	264,164
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 880,546
 Ending Balance Available:	<u>\$ -</u>	<u>\$ -</u>
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of South Florida
Fiscal Year 2009-2010

	Actual 2008-09						
	Tampa	HSC	St. Pete	Sarasota/ Manatee	Polytechnic	TOTAL	
<hr/>							
<u>Balance Forward from Prior Periods</u>							
Balance Forward	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: Prior-Year Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Balance Available:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<hr/>							
<u>Receipts / Revenues</u>							
Tuition Differential Collections**	\$ 2,626,024	\$ 111,798	\$ -	\$ -	\$ -	\$ -	\$ 2,737,822
Interest Revenue - Current Year	\$ -	\$ 589	\$ -	\$ -	\$ -	\$ -	\$ 589
Interest Revenue - From Carryforward Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Receipts / Revenues:	\$ 2,626,024	\$ 112,388	\$ -	\$ -	\$ -	\$ -	\$ 2,738,412
<hr/>							
<u>Expenditures</u>							
Salaries & Benefits	\$ 2,280,249	\$ 11,390	\$ -	\$ -	\$ -	\$ -	\$ 2,291,639
Other Personal Services	\$ -	\$ 12,640	\$ -	\$ -	\$ -	\$ -	\$ 12,640
Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Financial Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expended From Carryforward Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
*Other Category Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures:	\$ 2,280,249	\$ 24,029	\$ -	\$ -	\$ -	\$ -	\$ 2,304,278
<hr/>							
Ending Balance Available:	\$ 345,775	\$ 88,358	\$ -	\$ -	\$ -	\$ -	\$ 434,133
<hr/>							
Percent of Current Year Revenues:	13.2%	78.6%					15.9%

	Estimated 2009-10						
	Tampa	HSC	St. Pete	Sarasota/ Manatee	Polytech	TOTAL	
<u>Balance Forward from Prior Periods</u>							
Balance Forward	\$ 345,775	\$ 88,358	\$ -	\$ -	\$ -	\$ 434,133	
Less: Prior-Year Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Beginning Balance Available:	\$ 345,775	\$ 88,358	\$ -	\$ -	\$ -	\$ 434,133	
<u>Receipts / Revenues</u>							
Tuition Differential Collections**	\$ 7,083,385	\$ 225,072	\$ 357,178	\$ 141,817	\$ 117,910	\$ 7,925,362	
Interest Revenue - Current Year	\$ 13,572	\$ 431	\$ -	\$ -	\$ -	\$ 14,003	
Interest Revenue - From Carryforward Balance	\$ 3,458	\$ 169	\$ -	\$ -	\$ -	\$ 3,627	
Total Receipts / Revenues:	\$ 7,100,415	\$ 225,672	\$ 357,178	\$ 141,817	\$ 117,910	\$ 7,942,992	
<u>Expenditures</u>							
Salaries & Benefits	\$ 5,212,333	\$ 110,499	\$ 210,000	\$ -	\$ -	\$ 5,532,832	
Other Personal Services	\$ -	\$ 47,051	\$ 15,000	\$ 99,272	\$ 70,156	\$ 231,479	
Expenses	\$ -	\$ -	\$ 25,025	\$ -	\$ 12,381	\$ 37,406	
Operating Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Financial Assistance	\$ 2,233,857	\$ 67,522	\$ 107,153	\$ 42,545	\$ 35,373	\$ 2,486,450	
Expended From Carryforward Balance	\$ -	\$ 87,769	\$ -	\$ -	\$ -	\$ 87,769	
*Other Category Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Expenditures:	\$ 7,446,190	\$ 312,841	\$ 357,178	\$ 141,817	\$ 117,910	\$ 8,375,936	
Ending Balance Available:	\$ -	\$ 1,189	\$ -	\$ -	\$ -	\$ 1,189	
Percent of Current Year Revenues:	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	

*Please provide details for "Other Categories" used.

**Includes \$345k for summer 2009 collections.

Tuition Differential Collections, Expenditures, and Available Balances
Florida Atlantic University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 896,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 896,000
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 448,000
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	448,000
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 896,000
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of West Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 847,400
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 847,400
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 593,180
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	254,220
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 847,400
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of Central Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
*Tuition Differential Collections	\$ 980,000	\$ 5,261,903
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 980,000	\$ 5,261,903
<u>Expenditures</u>		
Salaries & Benefits	\$ 662,750	\$ 3,004,103
Other Personal Services	23,250	422,014
Expenses		257,215
Operating Capital Outlay		
Student Financial Assistance	294,000	1,578,571
Expended From Carryforward Balance	-	
**Other Category Expenditures	-	-
Total Expenditures:	\$ 980,000	\$ 5,261,903
Ending Balance Available:	\$ -	\$ (0)
Percent of Current Year Revenues:	0.0%	0.0%

* The estimated 2009-10 "Tuition Differential Collections" figure is the combined total available from both years (\$980,000 recurring from 2008-09 + \$4,281,903 estimated additional recurring from 2009-10).

**Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
Florida International University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 8,139
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ -</u>	<u>\$ 8,139</u>
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 2,566,323	\$ 5,853,286
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	<u>\$ 2,566,323</u>	<u>\$ 5,853,286</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ 2,025,112	\$ 4,200,914
Other Personal Services	-	-
Expenses	533,073	785,882
Operating Capital Outlay	-	-
Student Financial Assistance	-	866,491
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	<u>\$ 2,558,184</u>	<u>\$ 5,853,286</u>
Ending Balance Available:	<u><u>\$ 8,139</u></u>	<u><u>\$ 8,139</u></u>
Percent of Current Year Revenues:	0.3%	0.1%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of North Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 1,203,064
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 1,203,064
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 842,145
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	360,919
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 1,203,064
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
Florida Gulf Coast University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 870,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 870,000
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 559,585
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	310,415
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 870,000
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
New College of Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
 <u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 75,366
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 75,366
 <u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	52,756
Operating Capital Outlay	-	-
Student Financial Assistance	-	22,610
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 75,366
 Ending Balance Available:	<u>\$ -</u>	<u>\$ -</u>
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.