

# Tuition Differential Fee Report



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

December, 2012

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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 2012.

## 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 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<sup>1</sup> for public universities. The universities are to use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate student support services.

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

- The Board's tuition and fee Regulation 7.001 defines the process for proposing, approving, and monitoring the success of each university's tuition differential fee. This regulation includes requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.
- Most recently, the Board reviewed and approved university tuition differential fee proposals for the 2012-13 academic year. The proposals came to the Board as part of a broader annual university work plan submission, as outlined in a planning and performance monitoring Regulation 2.002.
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.

In 2011-12, each state university charged a tuition differential fee, with rates ranging from \$21.42 to \$32.00 per credit hour and reported 2011-12 revenues of \$142.9 million. The funds provided need-based financial aid and support undergraduate education through investments in faculty and advisors, course offerings and course sections, and other undergraduate educational resources.

In the current (2012-13) academic year, the tuition differential fee rates range from \$35.14 to \$49.59 per credit hour. These funds will contribute an estimated \$240 million for institutional need-based financial aid and undergraduate educational services.

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<sup>1</sup> As determined by the College Board's *Annual Survey of Colleges*

## **Background**

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

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

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

In the 2011 legislative session, the Legislature amended this statute again, stating that if the tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining from the 30 percent that would have been used for students with financial need, the university may expend the excess portion for other undergraduate education needs.

## Tuition Differential Fee Proposals and Approval Process

The university proposals for tuition differential fee increases included:

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

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

### Proposal Framework

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

### Board Review and Approval

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

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

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

In June 2012, Florida Gulf Coast University requested a 15 percent tuition differential fee increase. However, after consideration and deliberation, the Board approved a 12 percent increase. The Florida Gulf Cost University Board of Trustees appealed the Board's decision. The Tuition Appeals Committee met on June 29 and upheld the Board's decision of a 12 percent tuition differential increase.

## **2011-12 Tuition Differential Fee Summary**

In 2011-12, all state universities charged a tuition differential fee. In total, universities generated \$142.9 million from the tuition differential fee, \$42.8 million in need-based financial aid and \$100.1 million to support undergraduate education.

### **2011-12 Tuition Differential Fee Per Credit Hour and Revenues**

<b>University</b>	<b>Per Credit Hour Fee</b>	<b>Actual Revenues</b>
FAMU	\$21.42	\$5,840,726
FAU	\$21.42	\$9,439,613
FGCU	\$21.42	\$4,634,989
FIU	\$32.00	\$ 25,308,323
FSU	\$32.00	\$ 19,147,555
NCF	\$21.42	\$ 471,411
UCF	\$24.96	\$ 24,304,933
UF	\$32.00	\$ 19,924,509
UNF	\$21.42	\$ 5,507,596
USF-Tampa	\$32.00	\$ 18,917,108
USF-St. Petersburg	\$21.42	\$1,965,224
USF-Sarasota/Manatee	\$21.42	\$847,655
USF-Polytechnic	\$21.42	\$631,263
USF-HSC	\$32.00	\$1,703,378
UWF	\$21.42	\$ 4,227,346
<b>SUS TOTAL</b>		<b>\$ 142,871,629</b>

Source: Board of Governors

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

### **Staffing and Course Sections**

<b>University</b>	<b>Adjuncts / Faculty Hired and/or Retained</b>	<b>Advisors Hired and/or Retained</b>	<b>Course Sections Added and/or Saved</b>
FAMU	521	4.5	859
FAU	75	9	500
FGCU	32	4	410

FIU	208	32	992
FSU	32	---	123
NCF	0.875	3.1	5
UCF	210	29	1733
UF	96	3	559
UNF	48	---	288
USF-Tampa	46	40	184
USF-St. Petersburg	16	3	97
USF-Sarasota/Manatee	87	---	182
USF-Polytechnic*	---	---	---
UWF	40	1	287
<b>SUS TOTAL</b>	<b>1412</b>	<b>128.6</b>	<b>6,219</b>

Source: Board of Governors 2012 Work Plan

\*Information not available for Polytechnic

The statute also requires that 30 percent of revenue be spent on undergraduate need-based financial aid and contains an additional non-supplanting provision regarding those funds.<sup>2</sup> The Board's Regulation 7.001(13)(b)4 outlines for universities the parameters by which to determine compliance with that statute, and universities submitted to the Board office in December 2012 the information necessary to monitor statutory compliance.

The Board monitors compliance with this and other state financial aid-related statutes using data and narratives submitted by universities in the latter part of the calendar year.

The \$42.8 million allocated to need-based financial aid provided scholarship awards to over 30,100 students.

### 30,107 Students Received a Financial Aid Award

University	# of Students Receiving an Award	Minimum Awarded	Maximum Awarded
FAMU	783	\$500	\$4,000
FAU	3,383	\$64	\$2,000
FGCU	752	\$50	\$6,483

<sup>2</sup> Section 1009.24(16)(a), Florida Statutes includes the following: "This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources."



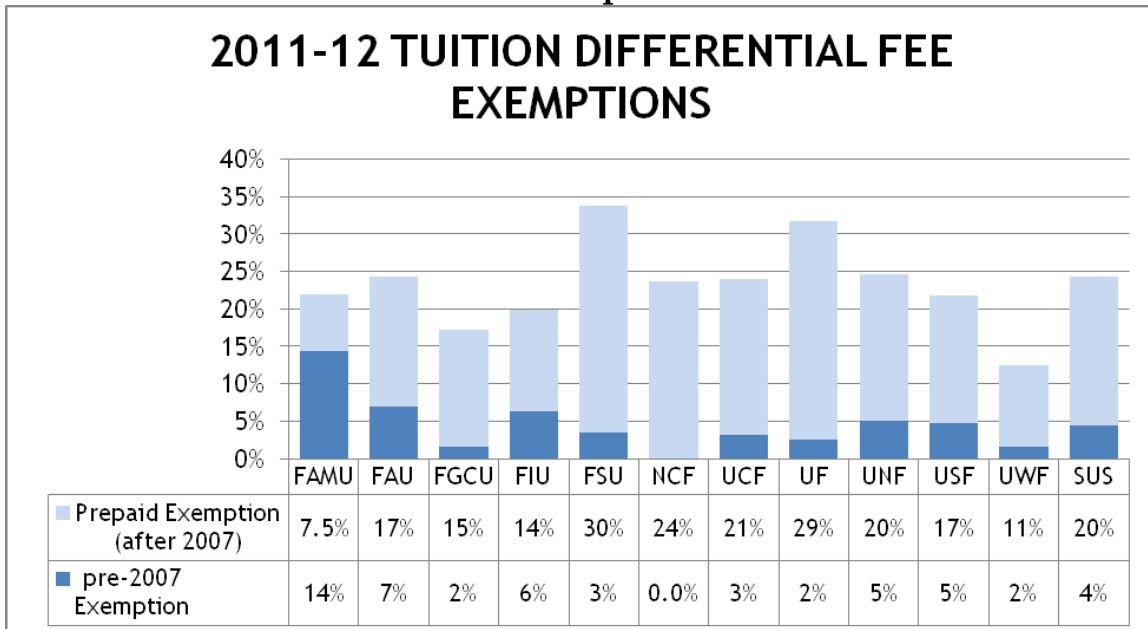
FIU	5,688	\$94	\$750
FSU	3,384	\$112	\$3700
NCF	26	\$386	\$9,500
UCF	6745	\$300	\$1,200
UF	1,372	\$79	\$9,734
UNF	412	\$456	\$7,500
USF-Tampa	6,116	\$100	\$2,500
USF-St. Petersburg	509	\$122	\$2,500
USF-Sarasota/Manatee	265	\$188	\$2,500
USF-Polytechnic*	---	---	---
UWF	672	\$108	\$2,500
<b>SUS</b>			
<b>TOTAL/AVERAGE</b>	<b>30,107</b>	<b>\$197</b>	<b>\$4,221</b>

Source: Board of Governors 2012 Work Plan

\*Information not available for Polytechnic

Although a significant amount of revenue is generated from the tuition differential fee, a large number of students are exempt from paying the fee. Students who had Florida PrePaid contacts prior to July 1, 2007 and students who were in attendance at the university before July 1, 2007 and maintain continuous enrollment are exempt. Depending on the university, the percentage of students exempt range from 13 percent to 33 percent of total undergraduate credit hours. These students represent potential lost revenue to the universities of approximately \$45.1 million.

### 2011-12 Tuition Differential Fee Exemptions



## **2012-13 Tuition Differential Fee Summary**

In 2012-13, all eleven state universities are charging a tuition differential fee. The charge ranges from \$35.14 to \$52.29 per credit hour. In total, SUS institutions estimate \$240 million will be generated from the tuition differential fee in 2012-13. These funds will contribute an estimated \$72 million to institutional need-based financial aid and an additional \$168 million in undergraduate educational services.

The 2012-13 tuition differential fee proposals approved by the Board of Governors in June 2012 and subsequent data submitted with university operating budgets provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues. Universities provided additional detail in their proposals (see Appendix I) concerning the specific dollar amounts planned for each use as well as performance indicators these investments are expected to affect.

### **Planned Uses of the 2012-13 Tuition Differential Fee Revenues**

<b>University</b>	<b>Uses</b>
FAMU	Need based aid; retention efforts; hire faculty for high demand courses; hire STEM faculty
FAU	Faculty and advising salaries
FGCU	Hire faculty and staff; provide need-based student aid
FIU	Hire faculty/advisors; undergraduate journals and databases; undergraduate academic support; disability services for undergraduates; summer courses; tutoring programs; retention efforts
FSU	Entrepreneurial University initiative; STEM excellence; critical needs for student success
NCF	Seminars in critical inquiry; Writing Resource Center; Quantitative Resource Center; academic programs in marine science and gender studies; library and adjunct faculty
UCF	Maintain/increase undergraduate course offerings; maintain/hire faculty; other undergraduate student support
UF	Fund faculty/advisors working with undergraduates; maintain critical tracking policy
UNF	Hire/maintain faculty to add course sections; need-based aid
USF	Academic advising and veteran's support services; need-based aid; workforce/job placement efforts; financial counseling

UWF	Hire faculty/instructors; support for persistence and completion initiative; create office of undergraduate research; support Office of Financial Aid ; support for Marine Services Center; funding for initiative to increase transfer enrollment
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Source: Board of Governors

### 2012-13 Tuition Differential Fees and Estimated Revenues

Institutions	Per Credit Hour Fee	Estimated Revenue
FAMU	\$36.38	\$9,935,549
FAU	\$40.13	\$22,597,935
FGCU	\$36.38	\$9,562,561
FIU	\$52.29	\$40,888,078
FSU	\$49.59	\$29,862,207
NCF	\$40.13	\$872,266
UCF	\$44.20	\$44,057,092
UF	\$44.17	\$27,548,030
UNF	\$40.13	\$10,016,245
USF-Tampa	\$46.88	\$29,025,611
USF-St. Petersburg	\$35.14	\$4,354,290
USF-Sarasota/Manatee	\$35.14	\$1,505,643
USF-HSC	\$46.88	\$2,176,657
UWF	\$38.88	\$7,542,828
<b>TOTAL</b>		<b>\$239,944,992</b>

Source: Board of Governors

## Performance Accountability

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2013, include performance metrics related to undergraduate education that are specifically identified in the tuition differential statute. In addition, university tuition differential fee proposals and reporting will allow the Board to monitor more specifically the impact of the tuition differential fee at each university based on how the university has elected to spend those revenues. The tuition differential proposals approved by the Board may also include additional metrics individual universities identify in order to track more specifically the impact of the institution's particular uses of the tuition differential fee revenues.

The Board's 2012 Annual Report will contain these statutory performance measures and additional data and narratives. This performance monitoring will inform the Board's review of future tuition differential proposals.

### Statutory Performance Measures

Section 1009.94(16)(e)5, Florida Statutes, lists a set of measures, at a minimum, that universities shall report to the Board.

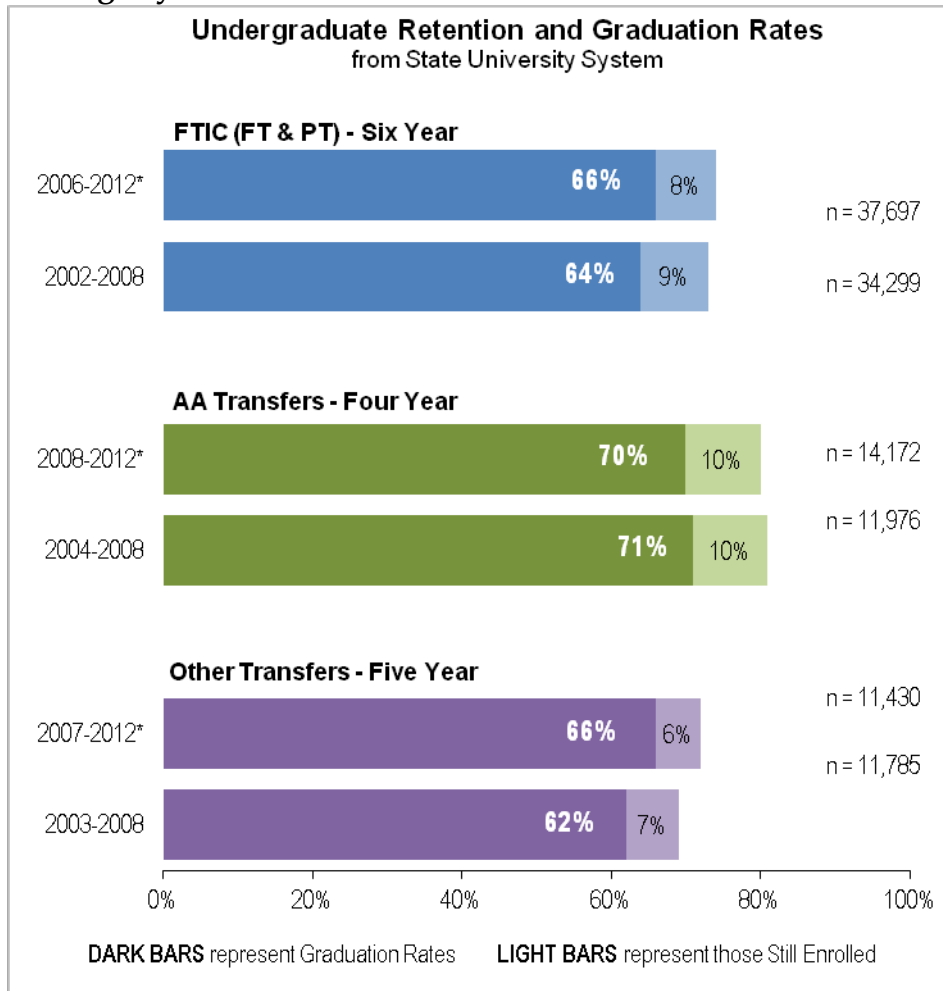
"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty,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

Since the universities did not begin charging the tuition differential fee until the beginning of the fall 2009 term, only three years of data are available for reviewing any impact initiatives have had on various performance measures. In addition, some universities have been very focused on the use of the tuition differential fee revenue, such as, hiring more advisors. Thus, many of these measures would be unaffected by the implementation of the tuition differential fee.

Retention and Graduation Rates

The chart below shows the change over the last five years in the System-wide six-year retention and graduation rate for cohorts of first-time-in-college students (or FTIC students, usually those following a more traditional path of entering the university directly from high school), the four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and the five-year rate for “Other” transfers (those not in the other two groups).<sup>3</sup>

**System-Wide Undergraduate Graduation Rates Have Improved Slightly While Retention Slightly Decreases**



Source: Board of Governors

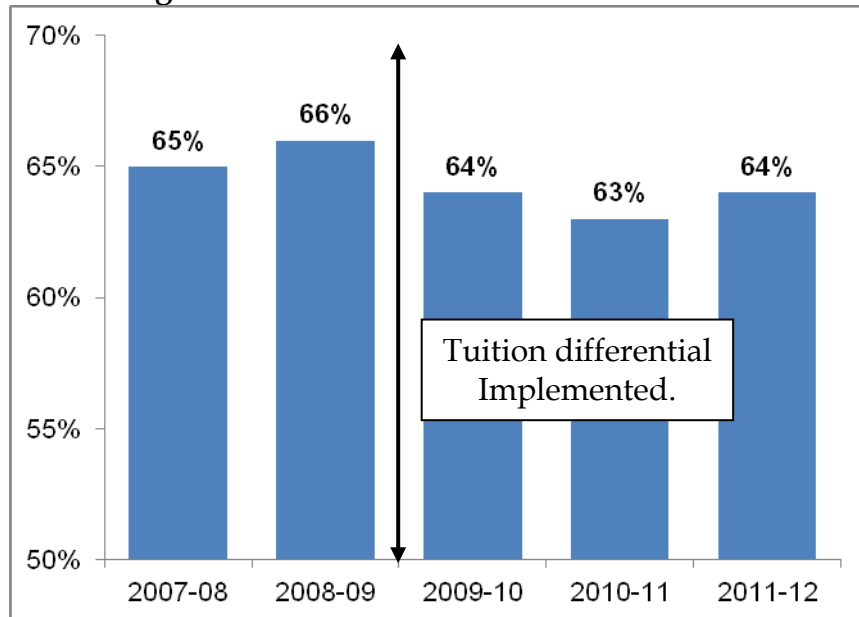
\* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of “late degrees”.

<sup>3</sup> Federal reporting requirements focus exclusively on the first-time-in-college students, and typically the focus is on six-year graduation rates of those enrolled full time. However, because more than half of the students in the State University System enter through another path and because so many students attend part time, the Board has expanded its monitoring of student progression to include a much broader set of students and enrollment patterns.

### Excess Hours

The following chart reports the percentage of bachelor's degrees awarded within 110% of the hours required for the degree (no excess hours) over the last five years. The data show that the percentage of students graduating without excess hours has declined over the last five years. Students graduate with excess hours for a variety of reasons, such as changes in major and course withdrawals. Relatively low tuition and state financial aid programs that pay for hours in excess of the minimum required may be monetary disincentives to reducing excess hours. Legislation passed in 2009 created an excess hours surcharge (modified in 2011) and required repayment of Bright Futures awards for withdrawn courses, and these both may motivate students to reduce excess hours going forward.

### **The Percentage of Bachelor's Degrees Awarded within 110% of the Hours Required for the Degree Has Returned to 2009-10 Level**



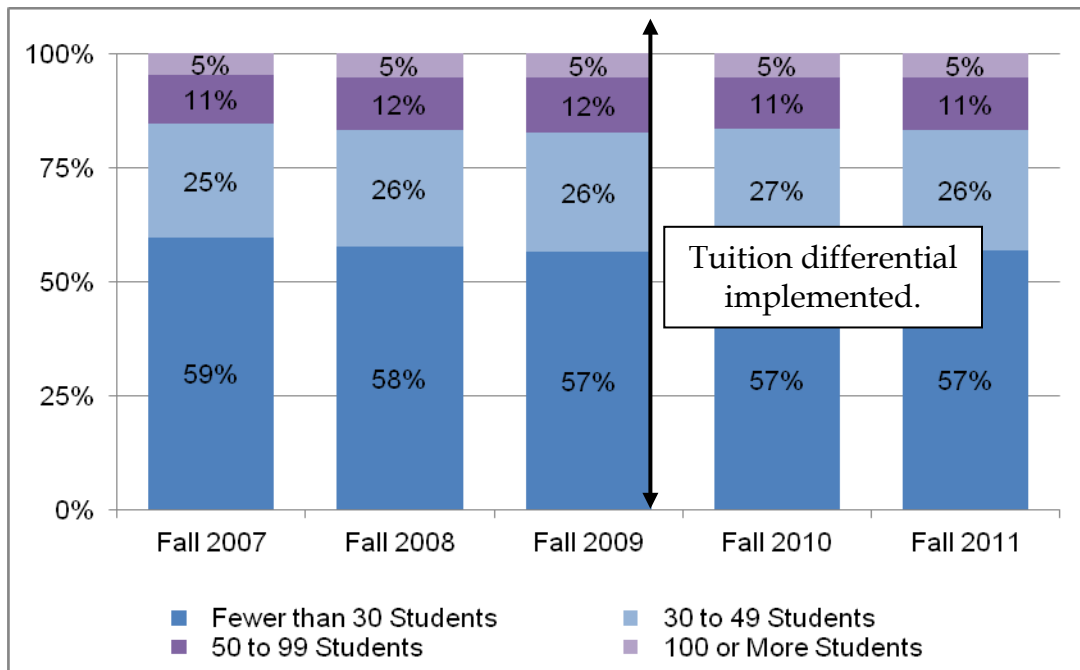
Source: Board of Governors

### Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. Several of the universities indicated that tuition differential revenue was used to replace state funding reductions that would have seen a decline in the number of faculty that could teach courses.

The following chart reports the distribution of course sections by size and how that has changed in the last five years, showing an increase in the percentage of larger sections and a decrease in the percentage of smaller sections. However, for Fall 2011 the percentage of smaller sections remained the same from Fall 2010.

### **Undergraduate Course Section Sizes Have Remained Relatively Unchanged Over Past Five Years**

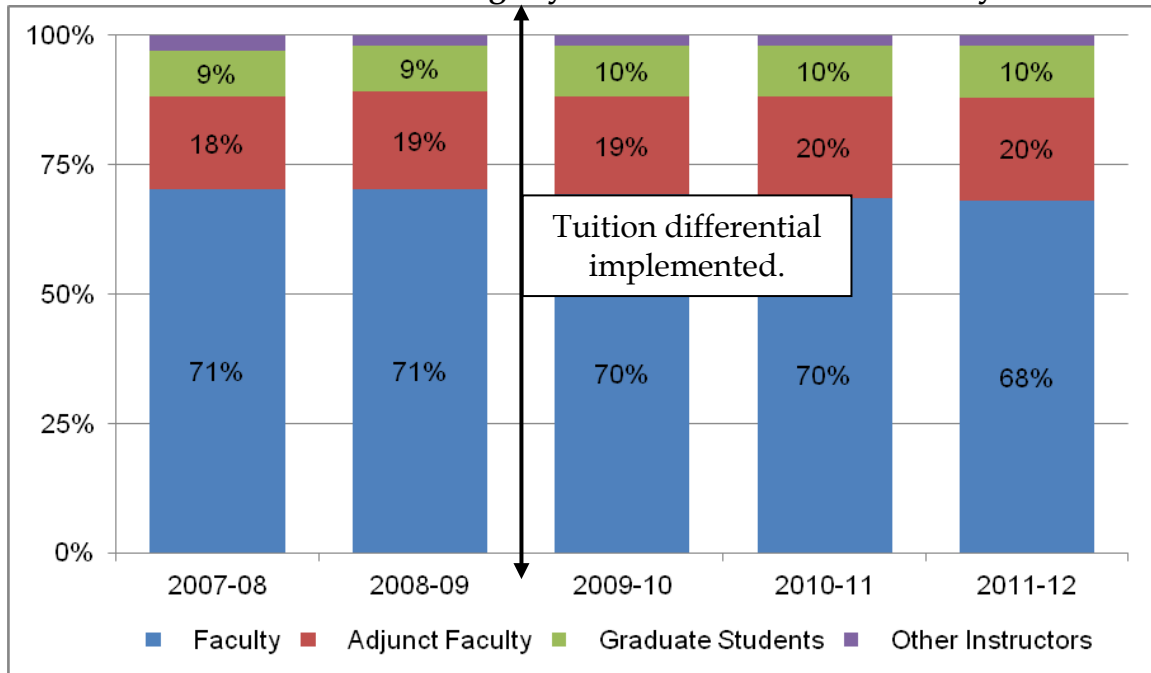


Source: Board of Governors

### Percentage of Undergraduates Taught by Faculty

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

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



Source: Board of Governors

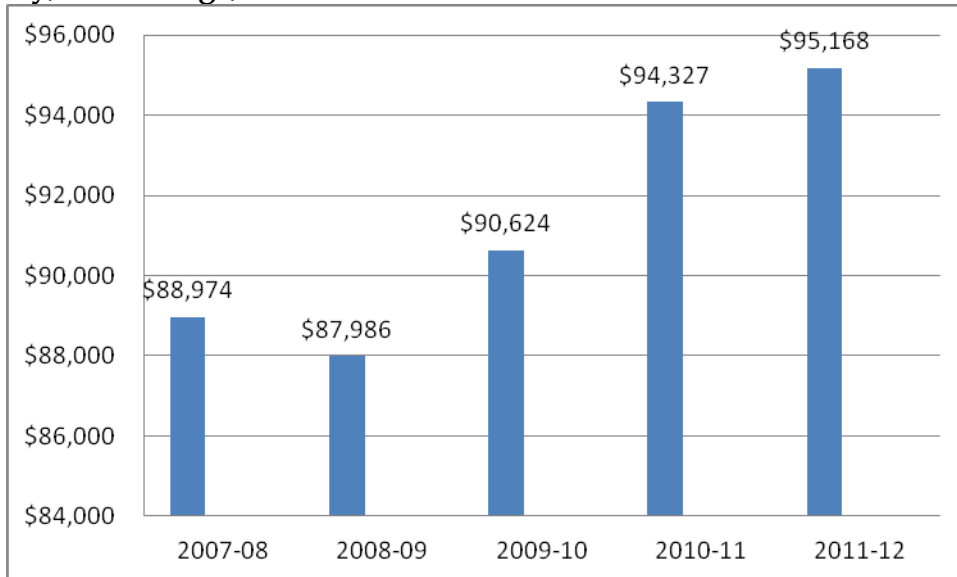


### Undergraduate Faculty Compensation

As required by statute, the chart below reports the average compensation of faculty teaching undergraduates and how that has changed over the last five years. This chart captures the annualized (fall and spring) salary and benefits paid to faculty who taught at least one undergraduate course. No university indicated that tuition differential funds were being used for cost-of-living adjustments.

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

### **Average Compensation Paid to Faculty Teaching Undergraduates Rose 1.3% Annually, on Average, from 2007-08 to 2011-12**

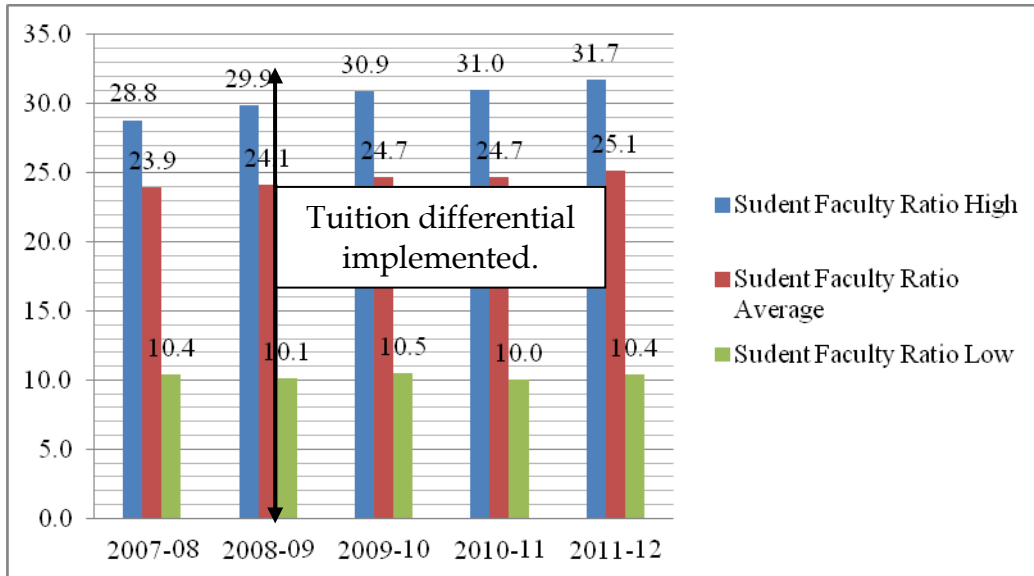


Source: Board of Governors

### Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the last five years. System-wide, the ratio declined from 23.9 full-time equivalent students per full-time equivalent faculty member in 2007-08 to 25.1 in 2011-12.<sup>4</sup> This would indicate that universities have been unable to maintain student-faculty ratios due to other state budget reductions.

### **The Student-Faculty Ratio Has Decreased On Average During the Last Five Years**



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

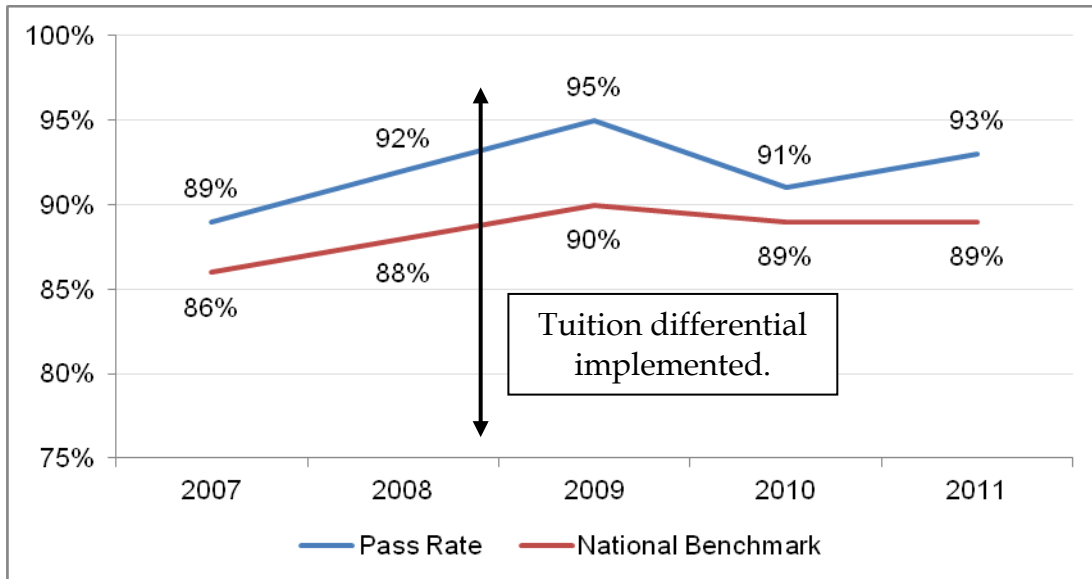
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<sup>4</sup> There are a variety of methods used nationally to compute a student-faculty ratio. Therefore, although these numbers differ from some prior Board of Governors' presentations on this issue, they are consistent with the most commonly used national methodology. For the purposes of this metric, faculty and students are counted excluding those in stand-alone graduate or professional programs, and instructors without faculty status and graduate student assistants are also excluded from the faculty counts.

### Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. For the undergraduate level, the Board's 2012 Annual Report includes nursing licensure exam data. Board staff are working to expand the reporting to include pass rates for undergraduates on education certification exams, as well. Below are the calendar-year pass rates on the National Council Licensure Examination (NCLEX) for Registered Nurses who are graduates of State University System baccalaureate-level nursing programs. The data are presented along with the national benchmark, which is the average first-time pass rate for all baccalaureate-level nursing programs.

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



Source: Board of Governors

## **Conclusion**

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



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13**

<b>Effective Date</b>	
University Board of Trustees Approval Date:	June 7, 2012
Implementation Date (month/year):	August 2012
<b>Campus or Center Location</b>	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
<b>Projected Differential Revenue Generated</b>	
Incremental differential fee revenue generated in 2012-13 (projected):	\$4.6 million
Total differential fee revenue generated in 2012-13 (projected):	\$9,935,500
<b>Intended Uses</b>	
Need-based aid will be provided to qualifying students using 30% of the funds. Remaining funds (70%) will be used in activities to increase retention, hire adjuncts to offer additional course sections in high demand general education courses, and to hire regular faculty in STEM and other critical areas at the undergraduate level.	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
There will be a significant negative impact on availability of required general education course sections, students' ability to obtain required courses, resulting in inability to continue education, larger class sizes, decreased graduation rates, increased time to degree and excess hours from taking unnecessary courses if required courses are not available.	
<b>Request to Modify or Waive Tuition Differential Uses</b> (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
\$525,000 Retention	Using the tuition differential funds for retention activities, the following activities were accomplished in 2011-12: Enrollment Coaches were hired; Career Development software for a Self-Directed Search test and Retention Software were purchased; a Coordinator Academic Programs was hired; materials and supplies were obtained for the instructors, mentors and students (including Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio);co-sponsored the Summer Reading Program to promote critical thinking; facilitated the freshmen Critical Thinking Seminars and conducted Faculty and Staff Webinars to promote teaching critical thinking skills.
The University will use differential tuition revenue to support instructors needed to teach additional courses in essential and sequenced General Education courses, as well as offer summer courses with significant student demand. The University anticipates continued enrollment growth over the next few years and we will continue to monitor hires in the critical need areas.	During the 2011-12 academic year, the University offered 859 additional course sections to meet the demands in critical need areas utilizing the tuition differential funds.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	521 adjunct instructors (30.76 FTE) were hired during the 2011-2012 academic year.
Total Number of Advisors Hired or Retained (funded by tuition differential):	4.5
Total Number of Course Sections Added or Saved (funded by tuition differential):	859 classes were made available to students during the 2011-2012 academic year.
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.	<b>Time-to-Major Declaration:</b> 95% of Freshmen students entering Fall 2011 had declared a major by end of the Spring 2012. Activities included: <ul style="list-style-type: none"> <li>• Change-of-Major Fair</li> <li>• Intrusive Academic Advising</li> <li>• Enrollment Coaches</li> <li>• Career Development (Self-Directed Search test)</li> </ul>



	<p><b>Academic Advisor Training: 100% of Academic Advisors attend University-wide training.</b></p> <p><b>First Year Experience Course:</b></p> <ul style="list-style-type: none"> <li>• Offered 22 sections of the First Year Experience course in Fall 2011 and five (5) sections in Spring 2012</li> <li>• Obtained the necessary materials and supplies for the instructors, mentors and students to support The First Year Experience Course. (Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio).</li> <li>• Funded Freshmen Summer Reading Program to promote the development of critical thinking skills through written and oral communication of incoming freshmen.</li> <li>• Sponsored Critical Thinking Seminars to highlight successful critical thinking strategies and stimulate students' critical thinking skills.</li> <li>• Sponsored Faculty and Staff Webinars have been offered to assist faculty and staff with acquiring on-site professional development training that is geared toward increasing services to students designed to increase the University's retention, progression, and graduation rates.</li> <li>• Peer mentoring program, a component of the First Year Experience course, was implemented to aid first-time-in-college students with their academic and social transition from high-school to college.</li> </ul>
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	783
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,250
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$500
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

**University Tuition Differential**

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*		Estimated
	2011-12		2012-13
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<b><u>FTE Positions:</u></b>			
Faculty	30.76		45.76
Advisors	4.5		5.50
Staff	0		2.0
Total FTE Positions:	35.26		53.26
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ 1,332,000	\$	967,309
Less: Prior-Year Encumbrances	77,332		-
Beginning Balance Available:	\$ 1,254,668	\$	967,309
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 5,329,465	\$	9,935,549
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 5,329,465	\$	9,935,549
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 601,260	\$	2,601,260 ***
Other Personal Services	2,898,740		3,716,936
Expenses	-		-
Operating Capital Outlay	-		-
Student Financial Assistance	1,033,362 *****		2,980,664
Expended From Carryforward Balance	1,083,462		1,000,000 ****
**Other Category Expenditures	-		
Total Expenditures:	\$ 5,616,824	\$	10,298,860
<b>Ending Balance Available:</b>	<b>\$ 967,309</b>	<b>\$</b>	<b>603,998</b>

\*Since the 2011-12 year has not been completed, provide an estimated actual.

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

\*\*\*2 million in new hires (faculty and advisors).

\*\*\*\*Funds set aside for the 2013 summer school.

\*\*\*\*\*Plans are to award an additional \$659,159 by the end of May.





## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 21, 2012
Implementation Date (month/year):	Fall, 2012 semester
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University – all locations, where applicable
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42 (2011-12) \$40.13 (2012-13)
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$13,169,253
Total differential fee revenue generated in 2012-13 (projected):	\$22,597,935
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>To support undergraduate instruction; specifically, faculty salaries, advising salaries, etc. Given recent years reduction in general revenue by the State of Florida, tuition differential will replace prior allocations that have been cut so that FAU will be able to maintain our current enrollment objectives.</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Without these funds, our budget will undergo yet another severe reduction to our base operations. A reduction of \$13M represents an additional 5.5% base cut over the \$24Million already cut to our 2012-13 budget. Over 75 faculty, 9 advisors and 500 course sections would face elimination.</p>	
Request to Modify or Waive Tuition Differential Uses (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
To ensure access, degree completion, meet student demand, continue FTE goals, and augment advising	FTE production increased by 4.7% despite budget cutbacks by the State of Florida
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	75
Total Number of Advisors Hired or Retained (funded by tuition differential):	9
Total Number of Course Sections Added or Saved (funded by tuition differential):	500
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
To augment existing need based funds.	\$2,855,747 is estimated to be added to the Financial Aid need-based pool of funds for students
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,383
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,649
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$64
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

University Tuition Differential Budget Entity: 48900100 (Educational & General) SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<b><u>FTE Positions:</u></b>		
Faculty	75.00	189.00
Advisors	9.00	9.00
Staff	0.00	0.00
<b>Total FTE Positions:</b>	<b>84.00</b>	<b>198.00</b>
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
<b>Beginning Balance Available:</b>	<b>\$ -</b>	<b>\$ -</b>
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$9,230,909	\$ 22,597,935
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance	-	-
<b>Total Receipts / Revenues:</b>	<b>\$ 9,230,909</b>	<b>\$ 22,597,935</b>
<b><u>Expenditures</u></b>		
Salaries & Benefits	6,461,636	15,818,555
Other Personal Services		
Expenses		-
Operating Capital Outlay		-
Student Financial Assistance	\$ 2,769,273	\$ 6,779,381
Expended From Carryforward Balance		
**Other Category Expenditures		
<b>Total Expenditures:</b>	<b>\$ 9,230,909</b>	<b>\$ 22,597,935</b>
<b>Ending Balance Available:</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 19, 2012
Implementation Date (month/year):	July, 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	14%
\$ Increase in tuition differential per credit hour:	\$17.46
\$ Increase in tuition differential for 30 credit hours:	\$523.80
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$4,826,330
Total differential fee revenue generated in 2012-13 (projected):	\$10,175,115
Intended Uses	
For the hiring of faculty and staff, and to provide additional need-based student financial aid support.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
If not approved, the university's academic programs and operations would be severely impacted. Access to education (e.g., programs and courses), and the quality of education (e.g., use of full-time faculty, maintenance of specialized accreditation, mean class size) at the institution would significantly decline. The differential is the only source of funds to hire new faculty and staff.	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	
No request at this time	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Hire more faculty and staff to keep pace with enrollment growth, add breadth and depth to academic programs; and enhance student advising.	Enrollment grew by 5% from fall 2010 to fall 2012. 15 new faculty members were hired across a variety of academic programs providing additional depth and breadth to the curriculum. The automated advising software, Degree Works, was acquired and is being implemented to facilitate student advising
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	32
Total Number of Advisors Hired or Retained (funded by tuition differential):	4
Total Number of Course Sections Added or Saved (funded by tuition differential):	410 (in part as a result of the tuition differential)
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Provide additional need-based aid to students.	Need-based aid increased by about 18% over the prior year. In part due to the tuition differential.
Increase the number of students receiving need-based financial aid.	Approximately a 20% increase over the number of students who received need-based aid over the prior year In part due to the tuition differential.
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	752
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,847
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$50
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,482.43



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b>	<b>Estimated</b>
	<b>2011-12</b>	<b>2012-13</b>
<b>FTE Positions:</b>		
Faculty		
Advisors		
Staff		
Total FTE Positions:	0.00	0.00
<b>Balance Forward from Prior Periods</b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b>Receipts / Revenues</b>		
Tuition Differential Collections	\$ 4,522,976	10,175,115
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 4,522,976	\$ 10,175,115
<b>Expenditures</b>		
Salaries & Benefits	\$ 3,166,063	\$ 7,122,581
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,356,913	3,052,534
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,522,976	\$ 10,175,115
Ending Balance Available:	\$ -	\$ -
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14 <sup>th</sup> , 2012
Implementation Date (month/year):	08/2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Undergraduate Courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$20.29
\$ Increase in tuition differential for 30 credit hours:	\$608.70
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$15.6M
Total differential fee revenue generated in 2012-13 (projected):	\$40.5M
Intended Uses	
\$13.3M Undergraduate Faculty hires to improve graduation and retention rates \$0.3M Disability Services to increase resources for deaf and hearing impaired students \$0.6M Undergraduate Studies Office to strengthen undergraduate experience and academic components. \$0.7M Undergraduate Tutoring Support - Writing Center - to strengthen students communications skills \$2.9M Summer Courses - Instructional Funding - Increase courses offered for the summer term. \$3.7M Student Support Advisors Services - Hire advisors to support Undergraduate Students. \$2.2M Library Inflationary - Inflation for Undergraduate Scholarly Journals and Database. \$4.2M Enrollment services and Retention – Improve enrollment management, course offerings and Student Success. \$0.3M Student Centered Learning environments \$12.3M Financial Aid	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
In anticipation of the expected student growth and incremental differential tuition, for the next academic year FIU has hired an additional 38 faculty, 15 advisors, 2 writing laboratory instructors, and 10 academic support staff, all focused on undergraduate learning and success.	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	208
Total Number of Advisors Hired or Retained (funded by tuition differential):	32
Total Number of Course Sections Added or Saved (funded by tuition differential):	992
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	5,688
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$642.42
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$93.75
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$750.00





## TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	95.31	149.81
Advisors	32.00	48.00
Staff	32.00	48.50
Total FTE Positions:	159.31	246.31
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ --	\$343,625
Less: Prior-Year Encumbrances	--	--
Beginning Balance Available:	\$ --	\$343,625
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$24,825,490	\$40,458,753
Interest Revenue - Current Year	--	--
Interest Revenue - From Carryforward Balance	--	--
Total Receipts / Revenues:	\$24,825,490	\$40,458,753
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$13,303,356	\$22,238,189
Other Personal Services	727,164	1,067,883
Expenses	1,340,802	3,066,277
Operating Capital Outlay	1,865,528	2,163,606
Student Financial Assistance	7,245,015	12,266,423
Expended From Carryforward Balance	--	--
**Other Category Expenditures	--	--
Total Expenditures:	\$24,481,865	\$40,802,378
<b>Ending Balance Available:</b>	<b>\$343,625</b>	<b>\$(0)</b>
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 8, 2012
Implementation Date (month/year):	August, 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The maximum tuition differential of 15% will be assessed and will apply to all university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$20.29
\$ Increase in tuition differential for 30 credit hours:	\$608.70
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$13,564,927
Total differential fee revenue generated in 2012-13 (projected):	\$31,351,573
Intended Uses	
<p>Describe how the revenue will be used.                      Funds will be used to hire additional faculty to support our three key initiatives: (1) Entrepreneurial University program; (2) STEM excellence; and (3) Critical needs for student success, which includes pressure enrollment areas.</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>If the increase is not approved, we will not be able to hire faculty in key areas. This will delay graduation for many and continue to increase class size. Unfortunately, six years of highly constrained resources have severely limited our ability to innovate. Faculty numbers at FSU have dropped by an average of 50 each year of the last four years. Nearly 80 STEM faculty members have left FSU during the last 5 years. Budget constraints have made it impossible to hire new STEM faculty for 20 of these positions. Thirteen College of Business faculty members have left since 2010, including eminent scholars in finance and real estate. Many of these individuals accepted jobs elsewhere because other institutions offered higher salaries. Others retired and could not be replaced.</p>	
Request to Modify or Waive Tuition Differential Uses (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	
N/A	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
27 faculty positions were allocated to the Colleges, all of which off-set previous faculty losses.	8 faculty were hired in the College of Arts and Sciences, 2 in the College of Social Sciences, 3 in the College of Communication and Information, 8 in the College of Education, 2 in the College of Business, 2 in the College of Music, 2 for the Panama City campus, 2 faculty to support Distance Learning, 1 for the Learning Systems Institute and 2 in the College of Visual Arts, Theatre and Dance
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	32
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	123
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Funds were distributed to undergraduate students who exhibit financial need	\$3,171,811 was disbursed to students with need for 2011-12
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,384
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,742
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$112
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,700



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

<b>University Tuition Differential</b>	<b>Estimated Actual*</b>	<b>Estimated</b>
Budget Entity: 48900100 (Educational & General)	<b>2011-12</b>	<b>2012-13</b>
SF/Fund: 164020 (Student and Other Fees Trust Fund)	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	148.93	176.93
Advisors	35.00	35.00
Staff	8.68	9.18
Total FTE Positions:	192.61	221.11
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 6,907,412	4,353,663
Less: Prior-Year Encumbrances	80,314	100,000
Beginning Balance Available:	\$ 6,827,098	\$ 4,253,663
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 17,786,636	31,351,573
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance		
Total Receipts / Revenues:	\$ 17,786,636	\$ 31,351,573
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 10,499,728	\$ 20,000,000
Other Personal Services	374,041	500,000
Expenses	107,177	150,000
Operating Capital Outlay	0	0
Student Financial Assistance	3,171,811	7,241,292
Expended From Carryforward Balance	6,107,314	4,000,000
**Other Category Expenditures	0	0
Total Expenditures:	\$ 20,260,071	\$ 31,891,292
<b>Ending Balance Available:</b>	\$ 4,353,663	\$ 3,713,944
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	Projected to be June 16, 2012
Implementation Date (month/year):	7/12
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire College
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours	\$561.30
Incremental differential fee revenue generated in 2012-13 (projected):	\$411,655
Total differential fee revenue generated in 2012-13 (projected):	\$872,266
Intended Uses	
In 2012-13 Tuition Differential will support: Seminars in Critical Inquiry (QEP), the Writing Resource Center, the Quantitative Resource Center, the Pritzker Marine Science Program, the Gender Studies Program, Library Faculty, and Adjunct Faculty and in all three academic divisions.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>The College's base recurring expenses are approximately \$2 million greater than recurring revenues. Our budget plans for 2012-13 rely on the 15% tuition increase and will require another \$1.55 million of reserves to cover critical recurring expenses. Without a 15% tuition increase, it will be necessary to spend down more reserve funds. This will bring the College dangerously close to falling below statutory reserves by 2013-14, and threaten our ability to maintain the College's core academic program. From FY 2007-08 to 2011-12, recurring state appropriations to the College have decreased by approximately \$5 million (&gt; 25%). In response, the College has significantly reduced operating costs and enhanced operating efficiencies. For example, the College has eliminated staff positions; instituted across-the-board reductions in operating expenses (10% in FY 2009-10 and an additional 5% in FY 2011-12); and used adjuncts while postponing searches for open tenure-track faculty positions. In addition, the College has long-standing agreements to share operating costs (an SUS "best practice") for certain support functions with its SUS neighbors the University of South Florida Sarasota-Manatee and the FSU Ringling Museum. The College and USF S-M share the cost of operating the Jane Bancroft Cook Library, Student Counseling &amp; Wellness Center, Campus Police Services and Campus Bookstore Services. The College and FSU Ringling Museum have co-located their chiller plants in the same facility, and share certain campus architect and building code administration costs. All of these actions, in conjunction with systematically increasing tuition rates, have enabled the College to maintain its core academic program.</p>	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
<p>“Seminars in Critical Inquiry” constitute a program of first-year courses designed to introduce students to foundations of research, writing, and critical thinking. The Tuition Differential Funds ensure that the program can continue. These funds support faculty development (including stipends to create new courses), adjunct replacements, salaries of the Director and Assistant Director, and assessment related to this program.</p>	<ul style="list-style-type: none"> <li>• 5 seminars were offered by New College faculty, all of which were new offerings (newly structured as QEP classes) and represented courses in the Social Sciences and Humanities. 69 students were enrolled in these courses.</li> <li>• A QEP Consultant was hired to review the progress of the QEP (the QEP is a core component of the SACS accreditation process). 9 faculty, 2 administrators, 1 instructional staff, and 3 students participated in the external consultant’s visit to evaluate the progress of the program (1 additional faculty member and 1 additional student participated by email). Recommendations from this evaluation will be used to further develop the QEP assessment plan for the coming year.</li> </ul>
<p>Academic Resource Center (ARC) , including Language Resource Center (LRC), Writing Resource Center (WRC), Quantitative Resource Center (QRC), and Educational Technology Services (ETS)</p>	<p>The ARC in Cook Library provided key support services in writing, foreign language instruction, quantitative and computational analyses, and educational technology.</p> <ul style="list-style-type: none"> <li>• WRC conducted 215 individual writing conferences. 23 in class presentations, 16 workshops and writing events, and 9 creative writing collaborative meetings. 100% of students said they would return to the WRC</li> <li>• QRC led over 400 tutoring sessions in mathematics and statistics and 150 consultation sessions with thesis students in statistics and methods.</li> <li>• ETS initiated an equipment replacement cycle and updated software for multimedia creation and production.</li> </ul>
<p>Environmental Studies Program</p>	<p>Staff support and adjunct teaching for Environmental Studies curricula, student research, and campus environmental stewardship.</p>
Additional Detail, where applicable:	
<p>Total Number of Faculty Hired or Retained (funded by tuition differential):</p>	0.875
<p>Total Number of Advisors Hired or Retained (funded by tuition differential):</p>	3.1
<p>Total Number of Course Sections Added or Saved (funded by tuition differential):</p>	5
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
<p>Provided Need-Based Aid</p>	\$141,424



## Additional Information (estimates as of April 30, 2012):

Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	26
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$5439
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$386
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9500



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,  
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b> <b>2011-12</b> -----	<b>Estimated</b> <b>2012-13</b> -----
<b><u>FTE Positions:</u></b>		
Faculty	0.875	16.9
Advisors	3.1	2.625
Staff	.	.
Total FTE Positions:	<u>3.975</u>	<u>19.525</u>
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ -</u>	<u>\$ -</u>
<b><u>Receipts / Revenues</u></b>		
	\$	
Tuition Differential Collections	471,411	872,266
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
	<u>\$</u>	
Total Receipts / Revenues:	471,411	872,266
<b><u>Expenditures</u></b>		
	\$	\$
Salaries & Benefits	268,553	341,007
Other Personal Services	36,708	245,983
Expenses	24,726	23,596
Operating Capital Outlay	-	-
Student Financial Assistance	141,424	261,680
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
	<u>\$</u>	<u>\$</u>
Total Expenditures:	471,411	872,266
	<u>\$</u>	<u>\$</u>
<b>Ending Balance Available:</b>	<u><u>0</u></u>	<u><u>0</u></u>

\*Since the 2011-12 year has not been completed, provide an estimated actual.

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





## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	5/24/2012 (anticipated)
Implementation Date (month/year):	8/2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$24.96
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$19.24
\$ Increase in tuition differential for 30 credit hours:	\$577.20
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$19,836,047
Total differential fee revenue generated in 2012-13 (projected):	\$44,057,092
Intended Uses	
Differential tuition revenue is essential to the university to maintain and/or increase undergraduate course offerings, maintain and/or hire faculty members teaching undergraduate courses, and support other activities, initiatives, and services that will directly enhance the overall undergraduate experience and improve student retention and graduation rates.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Without differential tuition, the University of Central Florida's ability to continue to provide high-quality access to undergraduate degrees is at risk. During the past five years, UCF's undergraduate student population has increased by 26 percent in response to our commitment to serve the growing needs of our community and provide high-quality undergraduate degrees for Florida residents. During that same period, funding reductions to our E&amp;G base budget have totaled just under \$144 million (a 49 percent reduction to our state-allocated budget).</p> <p>UCF's current student-to-faculty ratio is 31.7 to 1. To maintain the current ratio, UCF needed to add 68 additional full-time faculty members during 2011-12. However, differential tuition funds supported an increase of only 23 full-time faculty members. Differential tuition is essential to help slow the student-to-faculty ratio increase.</p> <p>Furthermore, without additional tuition revenues to maintain vital student support services for our general and at-risk populations, retention and graduation rates will be severely compromised. For instance, without differential tuition, UCF's average undergraduate class size of 51 students will increase.</p> <p>Under normal economic conditions, differential tuition funds available over the past several years would have served to enhance rather than only maintain the quality of undergraduate education and related student-support services for our continuing and new students. However, despite past tuition increases and the careful restructuring of operations and thoughtful planning in response to the economic crisis, available funds are still insufficient to offset past state reductions, let alone address further reductions, rising expenses due to inflation, and UCF's commitment to growth and access.</p> <p>Differential tuition is an essential tool for UCF to continue our commitment to access and to provide a high-quality education to students.</p>	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	
N/A	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
<p><b>1. Department of Writing and Rhetoric: \$1,121,000</b> Continuing support for the Department of Writing and Rhetoric (DWR), whose mission is to coordinate and support a comprehensive vertical writing curriculum at UCF. This program will serve as a flagship vertical writing program and as a national model for how a large public university can act on best practices and research about writing. It will also support a Writing Across the Curriculum program, along with innovative new writing degrees and certificates staffed with full-time composition instructors. We believe this initiative will distinguish UCF regionally and nationally.</p>	<p>The university created a Department of Writing and Rhetoric (DWR) in 2010 to design and support a new writing curriculum while also offering more writing services through the University Writing Center (UWC). Searches for two tenured faculty members were conducted successfully in 2010-11 to direct the UWC and the university's writing across the curriculum (WAC) program. In addition, three tenure-earning faculty, six instructors, two advisors, and an admissions specialist were hired in 2011-12. Searches for one tenure-earning faculty and two instructors were conducted for positions beginning in Fall 2012. Two Faculty Fellows programs for the WAC program were established and attracted two dozen participants from five colleges and one regional campus. In addition, an undergraduate certificate in public and professional writing and a writing minor were implemented in Fall 2011. Currently, there are 46 students in the undergraduate minor.</p>
<p><b>2. Pre-professional Advising Office: \$250,000</b> Continue support for the Office of Pre-Professional Advising (OPPA) that was established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for, and applying, to professional schools.</p>	<p>Differential tuition for the Office of Pre-professional Advising supported the following undergraduate student activities and services in 2011-12: a) more than 1,400 students were served through their student professional organizations, b) 1,920 in-office advising consultations occurred with students interested in the legal profession and in 12 health professions, c) more than 1,500 students participated in workshops and presentations sponsored by various UCF and external entities, d) representatives from 26 law and health professional schools addressed students, e) advising consultations were assessed, g) participants engaged in numerous campus-wide advising showcase events; and h) relationships were built with law school and health professional school admissions representatives.</p>
<p><b>3. Undergraduate Education Enhancement Initiatives: \$1,034,133 – Recurring 2009-10 initiative</b> Continue support for the English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention; and maintain the operating hours of the University Writing Center (UWC) and the Mathematical Assistance and Learning Lab (MALL) and the overall number and quality of</p>	<p>The English Initiative supported updated curriculum, smaller class sizes, and increased use of the University Writing Center (UWC). Differential tuition funds continue to support six instructors affiliated with the English Initiative who taught 1,052 students and participated in the third year of a three-year assessment project to study class-size and teacher-training effects. Funds for the English initiative also allowed additional tutors to be hired in the UWC. These tutors provided 4,935 consultations to help undergraduate students improve their writing skills.</p>



<p>student consultations.</p>	<p>The Math Initiative supported a pilot section of mixed-mode College Trigonometry in Spring 2011 with this section continuing in 2011-12. Beginning in Spring 2013, all sections of College Trigonometry will be offered in the new format. Three sections of the new Calculus I format were offered in Fall 2011. Starting from Spring 2012, all sections of (non-honors) Calculus I were offered in the redesigned mode. Changes for 2011-12 resulted in 79 added sections in the MALL over 2010-11, with a total impact of 7,089 students. Preliminary evidence indicates that the goals that were set by this redesign were met.</p>
<p><b>4. Enhance Academic Advising Support: \$792,000</b> Recurring 2009-10 initiative. Continue support for the academic advising program for First Time in College (FTIC) students, second-year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</p>	<p>Concluding its third year, the Academic Advising Enhancement Program (AAEP) continues to support 18 advisors. These advisors identified at-risk populations and implemented interventions to help students avoid academic probation. Innovations included modification of the transfer orientation to expand advising sessions, along with extensive use of technology to help instructors connect with students via live video chats, web courses, and online presentations. All colleges developed new presentations for transfer orientation that focused on how to address transfer shock, how to build a successful first-semester schedule of courses, and how to access campus resources. In addition, a sophomore-week web course was developed.</p>
<p><b>5. Undergraduate Student Support: \$13,757,598</b> Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.</p>	<p>Differential tuition funds enabled colleges to hire and maintain faculty members and adjuncts who taught an estimated 127 additional course sections and continued instruction for 1,606 course sections.</p> <p>Other selected examples of funded initiatives include the following: The College of Business Administration Undergraduate Student Services continued several initiatives to assist new and returning students, such as the development of the nationally recognized “COBA Pass” system, which has reduced waiting time for advising while increasing advising options; the creation of a website for CBA orientation sessions, which has streamlined the orientation process; and the development of a system to identify students who are performing below satisfactory and alert them to the need to seek additional advising. CBA has also started work on an undergraduate mentoring system to improve retention rates.</p> <p>The College of Arts and Humanities used the differential tuition to hire and retain over 25 tenure-earning faculty members and non-tenure earning instructors to teach undergraduate courses to more than 4,800 students. These faculty members are addressing the needs of undergraduate education in specific areas such as Spanish, American History, Creative Writing, and Philosophy. Other faculty members were hired for the newly formed School of Visual</p>



	Arts and Design that currently has more than 1,700 undergraduate majors.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	23 hired, 187 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	1 hired, 28 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	127 added, 1,606 retained
<b>2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)</b>	<b>University Update on Each Initiative</b>
Thirty percent of differential tuition funds collected will be used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA)	The tuition differential revenue allowed UCF to increase the number of students receiving the award (from 5,610 in 2010-11 to 6,745 in 2011-12, a 20.2 percent increase) and increase the average award (from \$555 in 2010-11 to \$939 in 2011-12, a 69.2 percent increase).
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,745
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$939
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$300
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,200



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

University Tuition Differential	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<b>FTE Positions:</b>		
Faculty	209	393
Advisors	29	39
Staff	10	14
Total FTE Positions:	248	446
<b>Balance Forward from Prior Periods</b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b>Receipts / Revenues</b>		
Tuition Differential Collections	\$ 24,221,045	44,057,092
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 24,221,045	\$ 44,057,092
<b>Expenditures</b>		
Salaries & Benefits	\$ 16,236,532	\$ 29,899,964
Other Personal Services	364,478	544,000
Expenses	298,747	296,000
Operating Capital Outlay	54,974	100,000
Student Financial Assistance	7,266,314	13,217,127
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 24,221,045	\$ 44,057,092
Ending Balance Available:	\$ 0	\$ 0
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

<b>Effective Date</b>	
University Board of Trustees Approval Date:	June 8, 2012
Implementation Date (month/year):	August 2012
<b>Campus or Center Location</b>	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	<b>Applies to all university undergraduate courses</b>
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	<b>\$32.00</b>
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	<b>9%</b>
\$ Increase in tuition differential per credit hour:	\$12.17
\$ Increase in tuition differential for 30 credit hours:	\$365.10
<b>Projected Differential Revenue Generated</b>	
Incremental differential fee revenue generated in 2012-13 (projected):	\$7,678,242
Total differential fee revenue generated in 2012-13 (projected):	\$27,548,030
<b>Intended Uses</b>	
The revenue will be used to fund the salaries and benefits of instructors teaching undergraduate courses and of advisors who assist undergraduate students. UF intends to maintain its critical tracking policy, which ensures that students always have timely access to seats in critical tracking courses needed to make progress to graduation.	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
UF would need to take additional recurring cuts in the amount of tuition differential. This would result in fewer class instructors, decreased availability of class sections, increased section sizes and decreased student advising. These cuts would impede student progress to graduation, further deteriorate the student-faculty ratio, hobble the university's efforts to place increased emphasis on STEM education, and perhaps increase the financial burden on students who might need to spend additional time at UF to complete their degree programs.	
<b>Request to Modify or Waive Tuition Differential Uses</b>	
<b>(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))</b>	
UF requests a waiver of the 70%/30% intended uses criteria identified in Regulation 7.001(14). UF will meet the financial needs of resident undergraduates who apply by the financial aid deadline. UF increased its need-based financial aid by more than 30% of differential tuition in 2011-12.	





## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 96 faculty and 109 temporary faculty have been hired or retained. We continue to advertise for additional faculty from commitments made from these funds. There are currently five positions being advertised.
Fund advisors to provide student advising.	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	96
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	559
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Need-based grants for undergraduate students with financial need.	Funds were awarded as need-based grants in the Florida Opportunity Scholars Program to Florida resident, first-generation -in-college, undergraduate students, with total family income generally less than \$40,000 per year.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,372
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,177
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$79
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9,734



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

<b>University Tuition Differential</b>	<b>Estimated Actual*</b>	<b>Estimated</b>
Budget Entity: 48900100 (Educational & General)	<b>2011-12</b>	<b>2012-13</b>
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	96.00	96.00
Advisors	2.00	2.00
Staff	1.00	1.00
Total FTE Positions:	99.00	99.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 2,242,181	\$ 4,903,101
Less: Prior-Year Encumbrances		
Beginning Balance Available:	\$ 2,242,181	\$ 4,903,101
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 18,728,074	\$ 27,548,030
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance		
Total Receipts / Revenues:	\$ 18,728,074	\$ 27,548,030
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 9,875,732	\$ 21,104,621
Other Personal Services		
Expenses		
Operating Capital Outlay		
Student Financial Assistance	5,618,422	5,618,422
Expended From Carryforward Balance	573,000	3,336,000
**Other Category Expenditures		
Total Expenditures:	\$ 16,067,154	\$ 30,059,043
<b>Ending Balance Available:</b>	<b>\$ 4,903,101</b>	<b>\$ 2,392,088</b>
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		





**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13**

<b>Effective Date</b>	
University Board of Trustees Approval Date:	March 20, 2012
Implementation Date (month/year):	August, 2012
<b>Campus or Center Location</b>	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University of North Florida campus
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
<b>Projected Differential Revenue Generated</b>	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$5,507,596
Total differential fee revenue generated in 2012-13 (projected):	\$10,016,245
<b>Intended Uses</b>	
Describe how the revenue will be used.	
The funds will be used to (a) maintain 49 lines covered in 2011-2012, (b) fund 58 new and continuing faculty positions, and (c) provide need-based financial aid for 900 or more students. Funding the faculty lines is imperative to offering a full course schedule for current and new students.	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
Without the 58 lines, 348 class sections would need to be canceled for next year's schedule and we would be unable to meet the needs of over 870 full time students.	
<b>Request to Modify or Waive Tuition Differential Uses</b>	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Maintain lines funded through prior tuition differential funds and additional funding.	48 positions were funded from tuition differential increase
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	48
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	288
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Jacksonville Commitment	\$808,726 were expended in need-based aid for students from Duval County
General university-funded need-based aid	\$561,175 were expended on general need-based aid programs
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	412 students received aid through these funds
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	The mean per-student allocation was \$3,325
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	The smallest award given was \$456. This students also received other funds
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	The maximum award given was \$7,500. This student also received other funds.



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

STATE UNIVERSITY SYSTEM OF FLORIDA Tuition Differential Collections, Expenditures, and Available Balances University: University of North Florida Fiscal Year 2011-12 and 2012-13		
<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<b><u>FTE Positions:</u></b>	48.00	107.00
Faculty		
Advisors		
Staff		
Total FTE Positions:	48.00	107.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ (114,203)	\$ 827,053
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ (114,203)	\$ 827,053
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 5,507,596	10,016,245
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 5,507,596	\$ 10,016,245
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 3,196,439	\$ 7,011,372
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,369,901	3,004,874
Expended From Carryforward Balance	-	827,053
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,566,340	\$ 10,843,298
Ending Balance Available:	\$ 827,053	\$ -
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14, 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	11%
\$ Increase in tuition differential per credit hour:	\$14.88
\$ Increase in tuition differential for 30 credit hours:	\$446.40
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$11,853,192
Total differential fee revenue generated in 2012-13 (projected):	\$32,357,268
Intended Uses	
<p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> <li>• <b>Need-Based Financial Aid (at 40%):</b> Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income as Pell grant funding continues to shrink. More students supported with financial aid scholarships and reduced loan indebtedness.</li> <li>• <b>Expanding the High Skilled Workforce and Assuring Job Placement, especially in STEM:</b> Expanded STEM and IT programs and degrees awarded; Strengthened relationships with business and industry; Increased number of co-op partnerships; Expanded professional support for job placement through USF's Career Center/Job Hub.</li> <li>• <b>Academic Advising and Veterans' Support:</b> Enhanced academic advising through technology, focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours, and expanding USF's Veterans' Success program. Improved tracking of students and graduates.</li> <li>• <b>Financial Counseling and Debt Reduction:</b> Financial impact of the increasing costs of higher education mitigated through focused and proactive financial counseling and debt reduction strategies. Reduced amount of student debt. Reduced number and percentage of students with debt.</li> </ul>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Significant risk and negative impact on progress toward BOG/SUS and BOT/USF strategic goals. USF System efforts to move away from the traditional delivery model will be significantly impaired or delayed, potentially resulting in stagnant or declining graduation rates and a reduced ability to meet the workforce demands of the state. The loss of potential need-based financial aid (40%) will further reduce student access, retention and graduation rates while likely increasing student indebtedness. USF's commitment to investing in (60%) enhanced instruction and learning (particularly in STEM), serving returning veterans, reducing excess hours and student debt, and job placement for graduates will be diminished or, at best, delayed.</p>	

**Request to Modify or Waive Tuition Differential Uses**

**(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))**

The University of South Florida System is requesting permission to change the intended use criteria for tuition differential uses, identified in Regulation 7.001(14), for academic year 2012-2013 from 70%/30% to 60%/40%. The proportion of Pell eligible students at USF now exceeds 40%, and with declining federal aid, the institution believes that this is a worthwhile investment to ensure timely completion of degrees and reduced student indebtedness.

\*2012-13 includes students from USF in Lakeland



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Improve Baccalaureate retention and graduation	<ul style="list-style-type: none"> <li>• Retained faculty</li> <li>• Strengthened student advising system by hiring and retaining advisors</li> <li>• Maintained course offerings for students</li> </ul>
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	46 faculty equivalents hired or retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	40 advisors hired or retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	184 sections saved
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the number of students who are awarded grants funded by the tuition differential.	The number of students supported increased to 6,116 (an increase of 2,860 students, or 87.8%)
Increase the average amount of awards in order to partially off-set tuition increases for needy students.	The average award increased by \$137, which represents an increase of 11.5%.
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,116
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,324
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	100
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2,500



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b> <b>2011-12</b>	<b>Estimated</b> <b>2012-13</b>
	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	46.0	126.0
Advisors	40.0	52.0
Staff		-
Total FTE Positions:	86.0	174.0
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 0	\$ 0
Less: Prior-Year Encumbrances	0	0
Beginning Balance Available:	\$ 0	\$ 0
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 18,218,939	32,357,268
Interest Revenue - Current Year	31,992	56,818
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 18,250,931	\$ 32,414,086
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 12,775,651	\$ 21,521,586
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	5,475,280	10,892,500
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 18,250,931	\$ 32,414,086
<b>Ending Balance Available:</b>	<b>\$ 0</b>	<b>\$ 0</b>
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		

\*2012-13 includes students from USF in Lakeland



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	6/14/2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF Sarasota-Manatee
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All university undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	11%
\$ Increase in tuition differential per credit hour:	\$13.72
\$ Increase in tuition differential for 30 credit hours:	\$411.60
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$552,489
Total differential fee revenue generated in 2012-13 (projected):	\$1,332,362
Intended Uses	
<p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> <li>• <b>Need-Based Financial Aid (at 40%):</b> Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income as Pell grant funding continues to shrink. More students supported with financial aid scholarships and reduced loan indebtedness.</li> <li>• <b>Expanding the High Skilled Workforce and Assuring Job Placement, especially in STEM:</b> Expanded STEM and IT programs and degrees awarded; Strengthened relationships with business and industry; Increased number of co-op partnerships; Expanded professional support for job placement through USF's Career Center/Job Hub.</li> <li>• <b>Academic Advising and Veterans' Support:</b> Enhanced academic advising through technology, focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours, and expanding USF's Veterans' Success program. Improved tracking of students and graduates.</li> <li>• <b>Financial Counseling and Debt Reduction:</b> Financial impact of the increasing costs of higher education mitigated through focused and proactive financial counseling and debt reduction strategies. Reduced amount of student debt. Reduced number and percentage of students with debt.</li> </ul>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Significant risk and negative impact on progress toward BOG/SUS and BOT/USF strategic goals.USF System efforts to move away from the traditional delivery model will be significantly impaired or delayed, potentially resulting in stagnant or declining graduation rates and a reduced ability to meet the workforce demands of the state. The loss of potential need-based financial aid (40%) will further reduce student access, retention and graduation rates while likely increasing student indebtedness. USF's commitment to investing in (60%) enhanced instruction and learning (particularly in STEM), serving returning veterans, reducing excess hours and student debt, and job placement for graduates will be diminished or, at best, delayed.</p>	





**Request to Modify or Waive Tuition Differential Uses**

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

The University of South Florida System is requesting permission to change the intended use criteria for tuition differential uses, identified in Regulation 7.001(14), for academic year 2012-2013 from 70%/30% to 60%/40%. The proportion of Pell eligible students at USF now exceeds 40%, and with declining federal aid, the institution believes that this is a worthwhile investment to ensure timely completion of degrees and reduced student indebtedness.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase undergraduate course offerings.	182 course sections were funded partially or fully through the tuition differential.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	87
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	182
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the number of students who are awarded grants funded by the tuition differential.	We were able to increase the number of students paid by 128, or 93.4%.
Increase the average amount of awards in order to partially off-set tuition increases for needy students.	The average award increased by \$261, which represents an increase of 33.5%.
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	265
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1044
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	188
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2500



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

University Tuition Differential	Estimated Actual*	Estimated
	2011-12	2012-13
	-----	-----
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
<b><u>FTE Positions:</u></b>		
Faculty	37.26	50.00
Advisors	0	0
Staff	0	0
Total FTE Positions:	37.26	50.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$128,077	\$ 173,284
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$128,077	\$ 173,284
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$849,101	1,332,362
Interest Revenue - Current Year	875	1,959
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$849,976	\$1,334,321
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ -	
Other Personal Services	562,110	1,052,647
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	242,659	454,958
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$804,769	\$1,507,605
Ending Balance Available:	\$ 173,284	\$ -

\*Since the 2011-12 year has not been completed, provide an estimated actual.  
\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate students
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	11%
\$ Increase in tuition differential per credit hour:	\$13.72
\$ Increase in tuition differential for 30 credit hours:	\$411.60
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$1,453,850
Total differential fee revenue generated in 2012-13 (projected):	\$3,475,754
Intended Uses	
<p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> <li>• <b>Need-Based Financial Aid (at 40%):</b> Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income as Pell grant funding continues to shrink. More students supported with financial aid scholarships and reduced loan indebtedness.</li> <li>• <b>Expanding the High Skilled Workforce and Assuring Job Placement, especially in STEM:</b> Expanded STEM and IT programs and degrees awarded; Strengthened relationships with business and industry; Increased number of co-op partnerships; Expanded professional support for job placement through USF's Career Center/Job Hub.</li> <li>• <b>Academic Advising and Veterans' Support:</b> Enhanced academic advising through technology, focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours, and expanding USF's Veterans' Success program. Improved tracking of students and graduates.</li> <li>• <b>Financial Counseling and Debt Reduction:</b> Financial impact of the increasing costs of higher education mitigated through focused and proactive financial counseling and debt reduction strategies. Reduced amount of student debt. Reduced number and percentage of students with debt.</li> </ul>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Significant risk and negative impact on progress toward BOG/SUS and BOT/USF strategic goals. USF System efforts to move away from the traditional delivery model will be significantly impaired or delayed, potentially resulting in stagnant or declining graduation rates and a reduced ability to meet the workforce demands of the state. The loss of potential need-based financial aid (40%) will further reduce student access, retention and graduation rates while likely increasing student indebtedness. USF's commitment to investing in (60%) enhanced instruction and learning (particularly in STEM), serving returning veterans, reducing excess hours and student debt, and job placement for graduates will be diminished or, at best, delayed.</p>	

**Request to Modify or Waive Tuition Differential Uses**

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

The University of South Florida System is requesting permission to change the intended use criteria for tuition differential uses, identified in Regulation 7.001(14), for academic year 2012-2013 from 70%/30% to 60%/40%. The proportion of Pell eligible students at USF now exceeds 40%, and with declining federal aid, the institution believes that this is a worthwhile investment to ensure timely completion of degrees and reduced student indebtedness.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Improve graduation rates through QEP	QEP implementation ongoing, successful first year. Enhanced Career Center.
Increase faculty/student research and creative activity	Research funding at all-time high. Increased student presentations, research posters and papers and student research awards.
Enhanced undergraduate programs	New faculty in Psychology, History. Increased SCH production and course availability.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	16
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	97
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the number of students who are awarded grants funded by the tuition differential.	We were able to increase the number of students paid by 278, or 120.3%.
Increase the average amount of awards in order to partially off-set tuition increases for needy students.	The average award increased by \$238, which represents an increase of 22.5%.
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	509
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1293
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	122
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2500



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

University Tuition Differential Budget Entity: 48900100 (Educational & General) SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<b><u>FTE Positions:</u></b>		
Faculty	13.16	20.57
Advisors	2.18	8.00
Staff	3.08	4.08
Total FTE Positions:	18.42	32.65
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 472,432	\$ 649,783
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 472,432	\$ 649,783
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 2,021,904	3,475,754
Interest Revenue - Current Year	500	2,000
Interest Revenue - From Carryforward Balance	750	1,000
Total Receipts / Revenues:	\$ 2,023,154	\$ 3,478,754
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 1,217,232	\$ 2,026,000
Other Personal Services	-	-
Expenses	12,000	12,000
Operating Capital Outlay	-	-
Student Financial Assistance	606,571	1,390,302
Expended From Carryforward Balance	10,000	500,000
**Other Category Expenditures	-	-
Total Expenditures:	\$ 1,845,803	\$ 3,928,302
<b>Ending Balance Available:</b>	<b>\$ 649,783</b>	<b>\$ 200,235</b>
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13**

Effective Date	
University Board of Trustees Approval Date:	June 14, 2012
Implementation Date (month/year):	Fall 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	All locations.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$3,498,890
Total differential fee revenue generated in 2012-13 (projected):	\$7,776,088
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>Of the total of \$3,498,890, 30% or \$1,049,667 will be used for need based aid. The remaining \$2,449,223 will be used for the following initiatives:</p> <ol style="list-style-type: none"> <li>1. <b>Support for the Student Persistence and Completion Initiative (\$201,714)</b> – The primary objective of this initiative is to improve retention and graduation rates for undergraduate students. This initiative, supported by funds from differential tuition, will focus on First-Time-In-College (FTIC) students but also addresses students’ progress throughout their career at UWF. The goal during the three year planning period is to increase the first year retention rate by 1.0% above the baseline of 73.5% for Fall 2010 to Fall 2011. This experience will target activities that focus on improving students’ academic strategies to successfully progress through their curriculum. Highlights of the initiative are described below:                     <ol style="list-style-type: none"> <li>i. Create a first year success team which will systematically review and evaluate the effectiveness of student success programs and strategies and intervene where necessary.</li> <li>ii. Enhance the Academic Foundations Seminar offerings, generally known as first year experience courses, which are considered best practice in introducing students to the university learning experience and institutional services and support that are available to them.</li> </ol> </li> </ol>	





- iii. Enhance the early warning program which is a program designed to assist FTIC students who demonstrate academic hardship or red flag behaviors at the midterm of the semester.
- iv. Create policies and systems to increase institutional intervention with students withdrawing from courses or failing to register for subsequent semesters.
- v. Develop a four-year coherent plan of career services for FTIC's to gain more clarity about selecting a major that leads to a career path.

2. **Recruit and Hire Additional Full Time Faculty (\$1,931,057)** – The primary objectives of this initiative are to improve retention and graduation rates and to maintain a student-to faculty-ratio of 24:1. Since 2007, UWF has increased its enrollment particularly at the lower division (22.6%) despite sizable reductions in state support. To accommodate the additional enrollment growth, UWF will use approximately \$1.75 million of the total tuition differential to hire approximately 21 additional full-time faculty adding an estimated 147 undergraduate course sections. The remainder of the funding (approximately \$187,000) will be used to hire adjunct faculty to teach an estimated 83 undergraduate course sections. Overall, this funding initiative will assist the University in its efforts to schedule a sufficient number of undergraduate course offerings to help students seeking a baccalaureate degree to graduate sooner.

Since 2010, differential funds have enabled UWF to retain four faculty that would have been lost due to budget reductions and to hire an additional 37 full-time faculty for a total of 41 full-time faculty. This funding initiative has in turn enabled UWF to add/continue an estimated 287 course sections. Many of the new faculty hired are in targeted fields of critical importance to the region and state such as in STEM (Science, Technology, Engineering, and Mathematics), health professions, hospitality, and education. Any non-recurring CF funds generated from this allocation will be used to support the new faculty hired in the first year (equipment and faculty development).

3. **Create an Office of Undergraduate Research (\$45,000)** – The primary objectives of this initiative are to improve retention and graduation rates. NSSE (National Survey of Student Engagement) indicators measure the level of student engagement in high impact learning areas because these activities are shown to relate to higher levels of student success. The newly created Office of Undergraduate Research will provide enhanced opportunities for undergraduate students to participate in high-impact learning experiences through fieldwork and other applied learning activities including active, hands-on research.

As one of its unique key performance indicators, UWF has identified as a metric improvement in student engagement as measured by NSSE. Those NSSE indicators that we anticipate will be positively impacted by this funding initiative are (1) Level of Academic Challenge, (2) Active and Collaborative Learning, (3) Student-Faculty Interaction, and (4) Enriching Educational Experiences.

4. **Enhance Support for the Office of Financial Aid (\$82,466)** – The Office of Financial Aid is a “first-line” office for students seeking information on financial aid and on how to afford an education. UWF’s financial aid program is an investment in UWF’s students and their futures. This is a highly complex program which is subject to strict federal regulatory compliance and federal and state audits. Enhanced support is needed to help meet the growing needs of our students and to help ensure compliance with laws, rules, and regulations. A position will be saved utilizing these resources.
5. **Enhance Support for the Marine Services Center (\$120,000)** – UWF’s Marine Services Center (MSC) provides diving platforms, research vessels, and support staff for academic programs including Marine Biology and Underwater Archaeology. The MSC makes it possible for UWF to provide these undergraduates with high-impact experiential education and research opportunities that enhance their learning, as well as their competitiveness upon graduation. Providing students with these unique kinds of options requires UWF to maintain certain safety standards. The MSC has a Dive Safety Program administered by a Dive Safety Officer. This program ensures that diving required for UWF’s unique marine programs and related research is conducted in a manner that maximizes the protection of our divers from accidental injury and/or illness. Funds will be used to hire the Dive Safety Officer on permanent funding and for expenses related to the ongoing operation and maintenance of the vessels.



6. **Provide funding for the 2UWF Program (\$68,986)** – The objective of this initiative is to develop alternative methods of increasing transfer enrollment. An advisor position will be funded at Gulf Coast State College to create a seamless transition for students transferring from GCSC to UWF through institutional collaboration and tailored advising. The initiative creates a new path to earning both an associate's and a bachelor's degree and provides students with greater access to enhanced services and amenities from both institutions.

#### **Describe the Impact to the Institution if Tuition Differential is Not Approved**

Retention and graduation rates are a system-wide goal. All of these initiatives are designed to improve/increase UWF's retention and graduation rates.

In addition, UWF has experienced significant enrollment growth at a time of diminished resources. The student to faculty ratio has increased from 19:1 to 24:1 from Fall 2007 to Fall 2011 while many of our peer institutions report a ratio of 19:1. UWF is also last among its peer and aspirant institutions in the number of full time faculty. If tuition differential is not approved UWF will lag further behind on this critical measure.

#### **Request to Modify or Waive Tuition Differential Uses**

**(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))**

UWF is actively estimating and monitoring the level of Need Based Aid necessary for our students. At this time, our estimates indicate that the full 30% of differential will be necessary for financial aid awards to our students. We will continue to monitor this critical area to ensure we are fulfilling the requirements of the statute before considering any alternative uses of the 30% portion of the differential fee.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Hired 21 full-time faculty.	In total, UWF has hired 41 faculty/instructor-advisors which include the 21 faculty hired in 2011-2012. If the tuition increase is approved, UWF will hire an additional 21 faculty in 2012-2013 for a grand total of 62 full time faculty paid from differential tuition.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	40
Total Number of Advisors Hired or Retained (funded by tuition differential):	1
Total Number of Course Sections Added or Saved (funded by tuition differential):	287
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Provide need based aid for the student body who demonstrated need based on FAFSA evaluation.	A total of 672 students benefitted.
Provide need based aid for low income, first-generation-in-college students.	Of the 672 students, 197 were first-generation-in-college students.
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	672
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,240
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$108
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,500



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13**

University Tuition Differential	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	40.0	61.0
Advisors	1.0	2.0
Staff	0.0	5.0
Total FTE Positions:	41.0	68.0
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 293,484.00	\$ 509,154.00
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 293,484.00	\$ 509,154.00
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 4,220,840.00	\$ 7,776,088.00
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 4,220,840.00	\$ 7,776,088.00
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 2,954,885.00	\$ 5,103,019.00
Other Personal Services	-	266,707.00
Expenses	-	73,536.00
Operating Capital Outlay	-	-
Student Financial Assistance	756,801.00	2,332,826.00
Expended From Carry forward Balance	293,484.00	509,154.00
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,005,170.00	\$ 8,285,242.00
<b>Ending Balance Available:</b>	<b>\$ 509,154.00</b>	<b>\$0.00</b>

\*Since the 2011-12 year has not been completed, provide an estimated actual.  
 \*\*Provide details for "Other Categories" used.