

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

University: University of Central Florida

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

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

\$528,000

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

Grand Total (70%) \$2,997,333

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

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

These funds will be distributed as institutional grant dollars to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).

Grand Total (30%): \$1,284,570

Monitoring

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

Undergraduate Education (70%)

1. Colleges and departments will be required to track and monitor all activities and programs directly supported by differential tuition funds. This will include continuously reviewing activities and program goals and objectives and reporting on the outcomes. Specific measures of success will include:

- Course offerings
- Number of students advised
- Retention rates of targeted populations
- Graduation rates
- Student-faculty ratios
- Student learning outcomes (increased quality of writing, retention in the course, success in

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	<p>later courses, change in student attitudes, satisfaction and success in the course) -Use of University Writing Center and Math Lab correlated to student success.</p> <p><u>Undergraduate Need-based Financial Aid (30%)</u></p> <ol style="list-style-type: none">2. The Office of Student Financial Assistance (OSFA) will monitor the success of the use of differential tuition funds for need-based financial aid by measuring the associated change in the overall percentage of demonstrated need met.3. The OSFA will be required to provide data on the BOARD report submitted to the state each October.
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