

University: _____ College/School: _____

Department: _____ Program: _____

Both Graduate Undergraduate

Resident:

_____	_____	Effective Date:
Current Rate	Proposed Rate	(this field you may enter other option just by typing it in box)

Non-Resident:

_____	_____	Effective Date:
Current Rate	Proposed Rate	(this field you may enter other option just by typing it in box)

Differential Tuition History:

Most Recent Date & Change to fee (Date/Amount)

Resident:

Date Tuition Established _____ and original amount _____

Most Recent Date & Change to fee (Date/Amount)

Non-Resident:

Date Tuition Established _____ and original amount _____

Other Applicable Fees in College/School

Resident:

Non-Resident:

Number of programs with a fee within the same college: _____

Percent of programs with a fee within the same college: _____

Number of classes within the college with a fee: _____

Percent of classes within the college with a fee: _____

Purpose (Please provide a brief statement detailing the purpose of the tuition, including the anticipated expenditures of tuition revenue and benefits the tuition will provide students.)

Justification (Please provide a brief statement on what the proposal is intended to pay for and how much of the costs will be covered by the incremental revenue)

Student Consultation (Please describe the method and outcomes of student consultation)

MARKET PRICING

Institution	Degree	Annual Price		
		Resident	Nonresident	Online

BUDGET

Financial Aid Set Aside (FSA) Amount: _____

Proposed Annual Revenue

Differential Tuition	\$	
Number of Students	#	
Total Revenue	=	

Proposed Annual Expenditures

Financial Aid Set Aside	\$	
Administrative Service Charge	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
Total Program Costs	=	

College of Fine Arts Differential Tuition Proposal – Student Consultation

The Directors of each of the four Schools devised methods for communicating with their specific student populations and collecting meaningful feedback on the ideas of extending differential tuition to all classes (adding a first-year and sophomore) and increasing the overall tuition fee to \$425. The data collected indicated support for adding differential tuition to all classes, but generally less support for an overall increase in the amount to \$425. Following that, leadership decided to request the change to include all classes, but not to increase the amount.

The specific methods and results of each School are as follows:

- **ART:** An informational video discussing differential tuition was sent to majors in the School of Art along with a survey soliciting their view on changes under consideration. Of 21 students responding, 2 supported an increase in differential tuition from \$300 to \$425 and 10 supported extending differential tuition to Freshman and Sophomores.
- **DANCE:** The School held an in-person meeting attended by nearly all 162 dance majors, in which the Director explained the fee and why the increases were desired. 142 students responded anonymously immediately following the meeting. Adding the fee to first-year and sophomores was supported 95 to 47; raising the fee from \$300 to \$425 was supported 77 to 65.
- **MUSIC:** The Director met in person to explain differential tuition, the needs of a school of music, and the proposed differential tuition program vision with them to indicate our growth and our sustainability. A recorded version of the talk was posted to the School's YouTube channel and sent directly to all the undergraduate music majors. 81.8% of the students agreed with the expansion of differential tuition to all enrolled music students; 18.2% did not agree. 63.6% of the students agreed with the increase in differential tuition to \$425 per semester; 36.4% did not agree.
- **TFTV:** The Director met with students over Zoom and students responded to a Qualtrics survey. 13 students (48.15%) were in favor and 14 (51.85%) were not in favor of the overall increase from \$300 to \$425. 15 (57.69%) students were in favor and 11 (42.30%) were not of extending the fee to first-year and sophomore classes.

Also, members of the Associated Students of the University of Arizona (ASUA) and the Graduate Professional Student Council (GPSC), who are the student government at the University of Arizona campus, attend the annual university fees meeting and reviewed all fee proposals to ensure the benefit to the students paying the fee. They also voted to put this fee forward for ABOR's review/approval.