

University: _____ College/School: _____

Department: _____ Program: _____

Both Graduate Undergraduate

Resident:

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

Non-Resident:

 Current Rate Proposed Rate Effective Date:
 (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	=	

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.)

The purpose of this revision is to extend the Eller Differential Tuition (Eller DT) to the lower division. The Eller DT has been essential in the development of a world-class business college. It funds instruction, advising, career services, technology, and other components of successful business education. In response to a changing business environment, we are seeking to admit students in the freshman year rather than in the junior year. With this direct admission, we anticipate more students in our undergraduate BSBA program. As a result, Eller will need to offer educational and support activities as soon as the students are directly admitted into the college during their freshman year. These activities include but are not limited to the additional foundational, core, and major courses, and student success and retention support such as supplemental instruction or tutoring, student engagement activities, DE&I activities, and other program support.

In addition to the Eller DT, there are three other program fees at the undergraduate level, two of which are for preparation majors (pre-business and pre-econ). As students under direct admission, they will be admitted to the Eller BSBA major or BA Econ major in their freshman year, they will not be simultaneously admitted to an Eller preparation major (pre-business "PRBNND" or pre-econ "PRECNND"). Once we get the Eller DT revision approved, we'll request the removal of the two preparation majors' fees in the future. The remaining Eller program fee is the Undergrad Advanced Standing - Summer/Winter Sessions Only, which is \$50/unit. Any other Eller program fees only apply to graduate 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)

Differential tuition revenues will continue to contribute to significant improvements in the quality of education and experiences for students, which also brings increased earnings potential to students. According to a salary survey from the National Association of Colleges and Employers (NACE) Eller's average starting salary for the Class of 2020 was 3.6% more than the national average for business majors, and 4.2% higher than the overall national average for all majors. Under the direct admission model, we estimate in AY26-27, when our entire BSBA and BA Econ population is admitted under this model, the expansion of the Eller DT will bring around \$3.54M incremental revenue to help fund the incremental cost, and the total DT revenue for the college will reach \$9.38M. In the Budget section of the form, we outlined the proposed total annual expenditures of \$9.38M in AY26-27.

(1) Access and Affordability: In line with the ABOR policy, we'll set aside 14% of the program fee for need-based financial aid. Traditional funding models involving loans, scholarships, and other financial aid remain available to the students. (2) Around 16% of the program fee is for university administrative service charges based on current rates. (3) Institutional and Faculty Expenditures include but are not limited to instruction cost of foundational, core, and major courses and required teaching support to serve the entire BSBA and BA Econ student population. Students in undergraduate business programs have high expectations for academic content, real-world exposure, career services, and placement opportunities. Market salaries for business school faculty are significantly higher than the average and continue to increase. The differential tuition will help hire additional undergraduate-focused faculty to meet expanded demand. (4) Support Staff Expenses include but are not limited to advising, career services, and technology. (5) Student Success & Engagement Activities includes student success and

retention support such as supplemental instruction or tutoring, student engagement activities, and DE&I activities. (6) Operating Expenses covers the non-personnel cost of the BSBA and BA Econ program operations.

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

Eller Administration met in a series of three meetings with student representation groups to collect feedback on both the Direct Admit proposal and this fee revision request. The Federated Eller Student Organizations body (FESO) is comprised of over 1,056 students in the Eller College. This represents over 20% of the Eller undergraduate population. The Dean's Council is the student organization representing all of Eller's undergraduate student body. Discussions were held over three weeks between Eller leadership and these student groups surrounding the fee and the initiative prompting the expansion of the fee to the lower division. All of the student leaders involved are already paying either this fee as a result of their position in their academic career or are paying the pre-business/pre-economics fee and are well placed to understand the impact of the change on the scope of the fee.

Three weeks of conversations and meetings were also held by the Dean's Council President with student leadership from both upper and lower divisions. In her overall summary, the Dean's Council President reported that there were no objections raised to the fees. The fee structure was presented as a component of larger discussions on the change of the Eller professional program to include all qualified lower-division students.

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.