

DIFFERENTIAL TUITION REQUEST

University: **University of Arizona**

College/School: **College of Engineering**

Program: **Engineering Undergraduate, Lower Division**

Check One: Graduate Undergraduate Check one: Upper Division Lower Division Both

Proposed Effective Date for New Fee: **Fall 2017**

New Fee \$450
(Proposed Fee)

Existing Fee \$..... \$.....
(Proposed Fee) (Current Fee) (Year Current Fee Approved)

Proposed fee to be applied as:

Per Term

Per Unit, Total of ___ Units per Program

Proposed fee to be applied:

Fall Spring Summer Winter
Date Submitted: 11/21/16 (rev. 2/17/17)

Rationale for Request (~100 words)

This request is to extend the College of Engineering differential tuition fee to the new Architectural Engineering (ARCE) program that is approved to begin in the fall of 2017. The lower division differential tuition covers college-wide expenses in support of our undergraduates including Advising costs, TA salaries and Employee Related Expenses, Adjuncts, Lab Equipment, Computer Hardware and Software, and IT support. These funds will be allocated to the college to support an additional freshman/sophomore advisor, a program coordinator for Engineering Honors, Residence Life, and Club/group activities, and TA's in the lower division classes within engineering departments.

Compliance with Board Guidelines (~250 words)

Every lower division differential tuition dollar distributed back to the college is put back into lower division undergraduate programs in the form of hiring TA's/Tutors to offer smaller section sizes that help students learn the material and hiring advisors to monitor and guide student academic choices. Purchasing and maintaining software and hardware for enhancing the student experience, and upgrading and maintaining student study and tutoring rooms. Affordability is enhanced through a 14% financial aid set-aside and this is distributed on a needs basis to engineering students that pay the differential tuition.

Engineering is typically a "high cost" educational experience as we have costs that other programs do not have. We need to teach in smaller sections as this improves retention. We have shown that our strategy of admitting and advising students is working as we now have 89% 1st year retention. We have used the lower division differential tuition to hire adjuncts in freshman/sophomore ENGR service classes, an additional advisor, and TA support. We anticipate that ARCE students will benefit to an equivalent degree as other engineering students and majors.

We have data on salaries that show our average starting salary is over \$60,000 per year and approximately 55% of our graduates stay and work for Arizona companies. The differential tuition is justified in light of engineers' starting salaries. ARCE students will be earn comparable salaries as other engineering disciplines.

Student Consultation (~100 words)

Our student body has reinforced their approval of increases in differential tuition since COE's original request in 2011. In the latest request for input on a differential tuition increase in 2013, the Engineering Student Council (ESC) served as the student governing body of the College of Engineering, with representatives from each Engineering club, each Engineering department, At-Large members, upper and lower division students, and the Executive Board members. They are empowered to help make decisions and plan activities that affect all students in the College. The ESC met on Jan. 22, 2013, and after considerable discussion, the officers took a vote of the members. Those voting were 80% in favor of the increase (31 in favor, 8 opposed, and 13 abstaining - many who were seniors did not want to vote since they would not pay the fee).

MARKET PRICING (~200)

Projections to 2017-18 based on 2016-17 tuition level with a typical increase in tuition and fees and fixed differential tuition

	School	2016-2017 Tuition & Fees	2017-2018 Projected Tuition & Fees @ 2%	Diff tuition charged per year and Requested Fee	2017-2018 Total Projected + Requested Tuition & Fees	who pays
1	U Illinois-Urbana Champaign	15,698	16,012	4,920	20,932	both upper and lower
2	Pennsylvania State U	17,900	18,258	2,338	20,596	upper division
3	U Minnesota-Twin Cities	14,142	14,425	600	15,025	both upper and lower
4	The University of Arizona	11,769	12,004	900	12,904	lower division
5	U Wisconsin-Madison	10,488	10,698	1,400	12,098	both upper and lower
6	Ohio State U	10,037	10,238	1,180	11,418	both upper and lower
7	U Texas-Austin	10,144	10,347	868	11,215	both upper and lower
8	Texas A&M U	10,030	10,231	800	11,031	both upper and lower

ACCOUNTABILITY (Values are proportionally based on the 2014 request, i.e., 50 students of 1000)

Financial Aid Set-Aside Amount: 14%

Proposed Annual Revenue

Annual Differential Tuition Amount	\$	900
Number of Students Enrolled Annually (Enter the full-time equivalent of students enrolled in all programs affected by the differential tuition.)	#	60
Total Annual Revenue (Multiply Annual Differential Tuition Amount by Number of Students Enrolled Annually.)	=	54,000

Proposed Annual Expenditures

Financial Aid Set Aside (14%)	\$	7,560
Institutional and Advising Personnel	\$	10,000
Support Staff Expense	\$	5,000
Operating Expenses	\$	24,414
Administrative Cost *(15.13%)	\$	7,026
Total Costs	=	54,000

*Note: Consistent with all tuition and fees, a portion of the program fees and / or differential tuition will be allocated for administrative costs in accordance with the procedures described by the university's responsibility centered budget model. (15.13% for FY 2018)