

2022 SHEEO Tuition and Fee Survey Instrument

Introduction

The purpose of this survey is to update the information gathered from SHEEO's periodic surveys on state-level policies and procedures governing public higher education tuition, fees, and student financial assistance. This is NOT a survey of actual tuition rates or revenues.

- The term **tuition**, as used in the survey, includes all standard student charges, including required "education fees" in states that prohibit tuition. In states that charge a set fee in lieu of tuition, we ask that you respond to the tuition-specific questions with that set fee in mind.

We also ask specific questions regarding fees. For this survey, please use the following definition of a fee:

- The term **fee** refers to mandatory education and general fees, including all fees required of such a large portion of all students that a student who does not pay the fee is the exception. Examples of mandatory education and general fees include but are not limited to instructional fees, technology fees, and security fees. Course-level fees, auxiliary fees, and one-time fees (such as those assessed for graduation and transcripts) should not be considered.

The survey will separately ask about policies regarding resident and non-resident undergraduate tuition at two- and four-year public institutions, mandatory education and general fees, graduate student tuition, and financial assistance.

- Residency should generally be determined according to state and/or institutional residency requirements for in-state tuition classification. Non-resident students can include both out-of-state and international students. For the purposes of this survey, out-of-district students should be considered state residents.

Please note: Public degree-granting community and/or technical college institutions offering four-year degrees are included in the **two-year sector**.

There are eight sections to this survey and applicable sector-level questions:

- Tuition-Setting Philosophy
- Tuition-Setting Authority and Process
- Other Tuition-Setting Policies
- Determinants of Tuition-Setting for Resident Students
- Determinants of Tuition-Setting for Non-Resident Students
- Tuition Limits and Freezes
- Student Fees
- Student Affordability and Financial Assistance

The survey link will be available until the end of the day on **Friday, July 29, 2022**. You will be able to revisit the survey and save your progress using the same link until the close of the survey. If you run into any technical issues, please email Jessica Colorado at jcolorado@sheeo.org.

Q1 Before you begin, please provide us some information about you and your workplace.

- First Name _____
- Last Name _____
- Position Title _____
- SHEEO Agency or Higher Education Agency

- State _____
- Email Address _____

Q2 Which sector(s) does your agency/office represent?

Please note that your response to this question will determine the questions produced by the survey.

- two-year sector, only
 - four-year sector, only
 - both, two-year and four-year sectors
-

Start of Block: Tuition-Setting Philosophy

Section 1 Tuition-Setting Philosophy

Q3 Which of the following statements **best describes** the overall tuition setting philosophy in your state? *For each sector, select all that apply.*

	Two-year Sector	Four-year Sector
Tuition should be as low as possible.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition should be moderate.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition should be as high as necessary to ensure quality.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition policy is guided by institutional-level philosophy or budgetary needs.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition rates should align with peer tuition rates.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition should be set to offset reductions in state support.	<input type="checkbox"/>	<input type="checkbox"/>
No statewide tuition philosophy exists.	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify on next page).	<input type="checkbox"/>	<input type="checkbox"/>

Q4 If other, please specify the overall tuition-setting philosophy for the **two-year sector** in your state.

Q5 If other, please specify the overall tuition-setting philosophy for the **four-year sector** in your state.

Q6 How is tuition philosophy formalized in your state?

Please select one response per sector.

	Two-year Sector	Four-year Sector
In state constitution	<input type="checkbox"/>	<input type="checkbox"/>
By legislative statute	<input type="checkbox"/>	<input type="checkbox"/>
By state rule	<input type="checkbox"/>	<input type="checkbox"/>
By board rule / policy	<input type="checkbox"/>	<input type="checkbox"/>
Not formalized at the state level	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify on next page)	<input type="checkbox"/>	<input type="checkbox"/>

Q7 If other, please specify how tuition philosophy is formalized for the **two-year sector** in your state.

Q8 If other, please specify how tuition philosophy is formalized for the **four-year sector** in your state.

Q9 Has the **rationale** for tuition-setting temporarily or permanently changed due to the COVID-19 pandemic?

- Yes, permanently
- Yes, temporarily
- No

Q10 If yes, please describe how the rationale for tuition-setting **temporarily changed** due to the COVID-19 pandemic.

Q11 If yes, please describe how the rationale for tuition-setting **permanently changed** due to the COVID-19 pandemic.

End of Block: Tuition-Setting Philosophy

Start of Block: Tuition-Setting Authority and Process

Section 2 Tuition-Setting Authority and Process

Q12 In your state, does a **statute** exist for setting tuition rates for the two-year sector?

	Yes	No
Undergraduate tuition (two-year)	<input type="radio"/>	<input type="radio"/>

Q13 In your state, does a **statute** exist for setting tuition rates for the four-year sector?

	Yes	No
Undergraduate tuition (four-year)	<input type="radio"/>	<input type="radio"/>
Graduate tuition (four-year)	<input type="radio"/>	<input type="radio"/>

Q14 In your state, does a **statute** exist for setting tuition rates for both sectors (two- and four-year)?

	Yes	No
Undergraduate tuition (two-year)	<input type="radio"/>	<input type="radio"/>
Undergraduate tuition (four-year)	<input type="radio"/>	<input type="radio"/>
Graduate tuition (four-year)	<input type="radio"/>	<input type="radio"/>

Q15 Please provide a link to the **tuition-setting statute(s)** in your state (if applicable):

Undergraduate (two-year) statute

Undergraduate (four-year) statute

Graduate (four-year) statute

Q16 Please briefly describe how tuition is set in your state for the **two-year sector**.

Q17 Please briefly describe how tuition is set in your state for the **four-year sector**.

Q18 How is the **resident** tuition-rate setting policy formalized in your state?

Please select one response per sector.

	Two-year undergraduate	Four-year undergraduate	Four-year graduate
In state constitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By legislative statute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By state rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By board rule or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not formalized at the state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 How is the **non-resident** tuition-rate setting policy formalized in your state?

Please select one response per sector.

	Two-year undergraduate	Four-year undergraduate	Four-year graduate
In state constitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By legislative statute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By state rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By board rule or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not formalized at the state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 What **role** does each of the actors below play in establishing **resident, undergraduate student tuition rates** for the **two-year sector** in your state?

Please select at least one response per column.

	Primarily responsible for proposing tuition rates	Informal/consultative role for proposing tuition rates	Primarily responsible for setting tuition rates	Informal/consultative role for setting tuition rates
Governor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide coordinating/governing agency for multiple systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
System-level coordinating/governing agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boards of individual institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional presidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other actor, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 You have selected multiple actors for *primarily responsible for proposing tuition rates* for resident, undergraduate student tuition rates in the two-year sector.

Please explain how the multiple actors are primarily responsible for proposing tuition rates?

Q22 You have selected multiple actors for *primarily responsible for setting tuition rates* for resident, undergraduate student tuition rates in the two-year sector.

Please explain how the multiple actors are primarily responsible for setting tuition rates?

Q23 What **role** does each of the actors below play in establishing **resident, undergraduate student tuition rates** for the **four-year sector** in your state?

Please select at least one response per column.

	Primarily responsible for proposing tuition rates	Informal/consultative role for proposing tuition rates	Primarily responsible for setting tuition rates	Informal/consultative role for setting tuition rates
Governor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide coordinating/governing agency for multiple systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
System-level coordinating/governing agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boards of individual institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional presidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other actor, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 You have selected multiple actors for *primarily responsible for proposing tuition rates* for resident, undergraduate student tuition rates in the four-year sector.

Please explain how the multiple actors are primarily responsible for proposing tuition rates?

Q25 You have selected multiple actors for *primarily responsible for setting tuition rates* for resident, undergraduate student tuition rates in the four-year sector.

Please explain how the multiple actors are primarily responsible for setting tuition rates?

Q26 What **role** does each of the actors below play in establishing **resident, graduate student tuition rates** for the **four-year sector** in your state?

	Primarily responsible for proposing tuition rates	Informal/consultative role for proposing tuition rates	Primarily responsible for setting tuition rates	Informal/consultative role for setting tuition rates
Governor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legislature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide coordinating/governing agency for multiple systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
System-level coordinating/governing agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boards of individual institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional presidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other actor, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27 You have selected multiple actors for *primarily responsible for proposing tuition rates* for resident, graduate student tuition rates in the four-year sector.

Please explain how the multiple actors are primarily responsible for proposing tuition rates?

Q28 You have selected multiple actors for *primarily responsible for setting tuition rates* for resident, graduate student tuition rates in the four-year sector.

Please explain how the multiple actors are primarily responsible for setting tuition rates?

Q29 If individual institutions have primary authority to set tuition rates for the **two-year sector**, which of the following statements best describes the nature of their authority?

Please select one response.

- Individual institutions set tuition rates within very strict guidelines or parameters established by local or state-level entities (e.g., a footnote in the appropriations bill providing a percent increase on tuition rates).
- Individual institutions set tuition rates within moderate or limited guidelines established by local or state-level entities (e.g., guidance that tuition rate increases should not exceed inflation).
- Individual institutions set tuition rates with no external restrictions but may be influenced by expressed opinions of state policymakers.
- Individual institutions set tuition rates with no external restrictions or influence.
- Not applicable

Q30 If individual institutions have primary authority to set tuition rates for the **four-year sector**, which of the following statements best describes the nature of their authority?

Please select one response.

- Individual institutions set tuition rates within very strict guidelines or parameters established by local or state-level entities (e.g., a footnote in the appropriations bill providing a percent increase on tuition rates).
- Individual institutions set tuition rates within moderate or limited guidelines established by local or state-level entities (e.g., guidance that tuition rate increases should not exceed inflation).
- Individual institutions set tuition rates with no external restrictions but may be influenced by expressed opinions of state policymakers.
- Individual institutions set tuition rates with no external restrictions or influence.
- Not applicable

End of Block: Tuition-Setting Authority and Process

Start of Block: Other Tuition-Setting Policies

Section 3 Other Tuition-Setting Policies

Q31 Please indicate which of the following tuition revenue appropriation policies are in place in your state.

Select all that apply.

	Two-year sector	Four-year sector
Tuition revenues are controlled and retained by individual institutions or campuses.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition revenues are deposited into separate, institutionally designated state tuition accounts from which all funds must be appropriated prior to expenditure.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition is appropriated and is a direct offset of the state general revenue appropriation.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition revenues are retained at the state level but under the direct control of a state governing or coordinating board.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition revenues are deposited into state general funds, with their return to higher education only inferred.	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Q32 Does your state allow **different rate increases** for specific institutions or institution types within the four-year sector (i.e., research universities, regionals, institutions with historically low tuition, HBCUs or other MSIs, institutions with low reliance on state funding)?

Yes

No

Q33 In regard to the different rate increases for specific institutions or institution types within the four-year sector, please **specify** the types of institutions and describe the variation.

Select all that apply.

- Flagship institution(s)
 - Historically Black Colleges and Universities (HBCUs)
 - Land-Grant institutions
 - Institutions with historically low tuition
 - Institutions with low reliance on state funding
 - Other Minority-Serving Institutions (MSIs)
 - Regional comprehensive institutions
 - Research institutions
 - Other (please specify)
-

Q34 Does the state have any formal or informal role in the tuition-setting process at **tribally-controlled colleges and universities**?

- Yes
- No

Q35 What is the tuition rate for **undocumented students** who reside in your state?
Please select one response per sector.

	Two-Year Sector	Four-Year Sector
In-state tuition	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-state tuition	<input type="checkbox"/>	<input type="checkbox"/>
Differs by institution	<input type="checkbox"/>	<input type="checkbox"/>
Other (please explain)	<input type="checkbox"/>	<input type="checkbox"/>

Q36 Differential tuition results when groups or individuals pay different tuition rates based on certain criteria, such as level of study, major, etc. Indicate if there are **state- or system-level policies** regarding differential tuition used for undergraduate students at **two-year**, public colleges and universities in your state.

Select all that apply.

- Lower division/Upper division
- Programmatic (varies by college/department, major, or course)
- Credit/Non-credit
- In-district/Out-of-district
- In-state/Out-of-state
- On-site or classroom-based instruction/Off-site or distance education
- Credit hours beyond a specific number (e.g., credit hours accumulated above 12 per semester are charged at a different or flat rate)
- Cohort-based tuition

Q37 Differential tuition results when groups or individuals pay different tuition rates based on certain criteria, such as level of study, major, etc. Indicate if there are **state- or system-level policies** regarding differential tuition used for undergraduate students at **four-year**, public

colleges and universities in your state.

Select all that apply.

- Lower division/Upper division
- Programmatic (varies by college/department, major, or course)
- Credit/Non-credit
- In-district/Out-of-district
- In-state/Out-of-state
- On-site or classroom-based instruction/Off-site or distance education
- Credit hours beyond a specific number (e.g., credit hours accumulated above 12 per semester are charged at a different or flat rate)
- Cohort-based tuition

Q38 What **percentage of institutions** in your state have differential tuition policies for undergraduate students who participate in online, off-site, or distance education? If these policies changed as a result of the COVID-19 pandemic, please list the current/adjusted percent of institutions.

Enter a numerical number between 0-100 only.

Two-year institutions (%) _____

Four-year institutions (%) _____

Q39 Have your state- or system-level differential tuition policies for undergraduate students **temporarily or permanently changed** due to the COVID-19 pandemic?

Please select at least one response per sector.

	Two-year sector	Four-year sector
Yes, temporarily	<input type="checkbox"/>	<input type="checkbox"/>
Yes, permanently	<input type="checkbox"/>	<input type="checkbox"/>
No changes	<input type="checkbox"/>	<input type="checkbox"/>

Q40 If yes, please **describe the temporary changes** in your sector(s) to state- or system-level differential tuition policies for undergraduate students due to COVID-19.

Q41 If yes, please **describe the permanent changes** in your sector(s) to state- or system-level differential tuition policies for undergraduate students due to COVID-19.

Q42 Were any **state- or system-level actions** taken to use federal stimulus or relief funding to provide tuition relief for students?

Select all that apply.

- Yes, for resident, undergraduate students.
- Yes, for non-resident, undergraduate students.
- Yes, for graduate students.
- No

Q43 If yes, please **describe** the state- or system-level actions taken to use federal stimulus or relief funding to provide tuition relief for students.

End of Block: Other Tuition-Setting Policies

Start of Block: Determinants of Tuition-Setting for Resident Students

Section 4 Determinants of Tuition-Setting for Resident Students

Note *For the purposes of this survey, out-of-district students should be considered state residents.*

Q44 The following factors may be used by various individuals/groups who set public resident undergraduate tuition rates for **two-year institutions** in the states. Please indicate the **level of influence** exerted by each of the factors in decision-making about tuition levels in your state.

	Minimal to no influence	Moderate influence	Significant influence	Controlling influence
Affordability for the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of/appropriations for financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in course delivery mode	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in perceived value of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in/availability of federal aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historical rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inflationary indices (CPI, HECA, HEPI, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of state general fund appropriations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Net price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous tuition rate increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State per capita
personal or
disposable
income

State philosophy
about the
appropriate
share of tuition
costs to be
borne by the
students vs. the
state

Student loan
debt

Tuition charged
by peer
institutions

Tuition policies
or rates of
comparison
states

Other, not listed
here

Q45 The following factors may be used by various individuals/groups who set public resident undergraduate tuition rates for **four-year institutions** in the states. Please indicate the **level of influence** exerted by each of the factors in decision-making about tuition levels in your state.

	Minimal to no influence	Moderate influence	Significant influence	Controlling influence
Affordability for the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of/appropriations for financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in course delivery mode	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in perceived value of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes in/availability of federal aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historical rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inflationary indices (CPI, HECA, HEPI, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of state general fund appropriations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Net price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous tuition rate increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State per capita
personal or
disposable
income

State philosophy
about the
appropriate
share of tuition
costs to be
borne by the
students vs. the
state

Student loan
debt

Tuition charged
by peer
institutions

Tuition policies
or rates of
comparison
states

Other, not listed
here

Q46 Do you have state guidance or policy regarding what **percentage of the cost of instruction** for **resident, undergraduate students** is supposed to be covered by tuition in the **two-year sector**?

Yes

No

Q47 Do you have state guidance or policy regarding what **percentage of the cost of instruction** for **resident, undergraduate students** is supposed to be covered by tuition in the **four-year sector**?

Yes

No

Q48 Regardless of any state guidance or policy, what **approximate percentage of the cost of instruction** for **resident, undergraduate students** was covered by tuition (for FY21)?

Enter a numerical number between 0-100 only.

Two-year sector (%) _____

Four-year sector (%) _____

Q49 Has the COVID-19 pandemic led to any **short-term actions, policies, or programs** for undergraduate tuition and fees at institutions (excluding changes to financial aid)?

Two-year sector	▼ Yes ... No
Four-year sector	▼ Yes ... No

Q50 If yes, please **describe the short-term actions, policies, or programs** and the institution and student-types covered per sector that were enacted as a result of the COVID-19 pandemic.

End of Block: Determinants of Tuition-Setting for Resident Students

Start of Block: Determinants of Tuition-Setting for Non-Resident Students

Section 5 Determinants of Tuition-Setting for Non-Resident Students

Note *For the two-year sector, please use your **out-of-state** student data for questions referring to **non-resident** students. For the purposes of this survey, out-of-district students should be considered state residents.*

Q51 Which of the following statements best describes how **non-resident** undergraduate tuition is set in your state for the **two-year sector**?

Please select one response.

- Non-resident tuition is set at set percentage of the cost of resident tuition.
- Non-resident tuition is aligned with rates at peer institutions.
- Non-resident tuition is equal to total unsubsidized cost of instruction.
- No formal policy exists and institutions set non-resident rates at their own discretion.
- Other (please describe) _____

Q52 Which of the following statements best describes how **non-resident** undergraduate tuition is set in your state for the **four-year sector**?

Please select one response.

- Non-resident tuition is set at set percentage of the cost of resident tuition.
- Non-resident tuition is aligned with rates at peer institutions.
- Non-resident tuition is equal to total unsubsidized cost of instruction.
- No formal policy exists and institutions set nonresident rates at their own discretion.
- Other (please describe) _____

Page Break

Q53 Do you have state guidance or policy regarding what **percentage of the cost of instruction for non-resident, undergraduate students** is supposed to be covered by tuition in the **two-year sector**?

Yes

No

Q54 Do you have state guidance or policy regarding what **percentage of the cost of instruction for non-resident, undergraduate students** is supposed to be covered by tuition in the **four-year sector**?

Yes

No

Q55 Regardless of any state guidance or policy, what **approximate percentage of the cost of instruction for non-resident, undergraduate students** was covered by tuition (for most recent fiscal year available)?

Enter a numerical number between 0-100 only.

Two-year sector (%) _____

Four-year sector (%) _____

Q56 In addition to the general undergraduate tuition reciprocity agreements that exist within the regional higher education compacts, does your state have a policy specifically for **undergraduate students** from **neighboring states or individual counties** (for example, a “good neighbor” policy)?

Two-year institutions (undergraduate students)	▼ Yes ... No
Four-year institutions (undergraduate students)	▼ Yes ... No

Q57 In addition to the general undergraduate tuition reciprocity agreements that exist within the regional higher education associations, does your state have a policy specifically for **graduate students** from **neighboring states or individual counties** (for example, a “good neighbor” policy)?

Four-year institutions (graduate students)	▼ Yes ... No
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Q58 If yes, please briefly **describe and provide a link** to the policy specifically for **undergraduate students** from neighboring states or individual counties for the selected sector(s).

Q59 If yes, please **briefly describe and provide a link** to the policy specifically for **graduate students** from neighboring states or individual counties.

Q60 Do you **restrict** non-resident enrollment either formally or informally for **two-year undergraduates**?

Select all that apply.

- Yes, formally for all institutions
 - Yes, formally for some institutions
 - Yes, informally for all institutions
 - Yes, informally for some institutions
 - No
 - Other, please specify.
-

Q61 Do you **restrict** non-resident enrollment either formally or informally for **four-year undergraduates**?

Select all that apply.

- Yes, formally for all institutions
 - Yes, formally for some institutions
 - Yes, informally for all institutions
 - Yes, informally for some institutions
 - No
 - Other, please specify.
-

Q62 Do you **restrict** non-resident enrollment either formally or informally for **four-year graduate students**?

Select all that apply.

- Yes, formally for all institutions
 - Yes, formally for some institutions
 - Yes, informally for all institutions
 - Yes, informally for some institutions
 - No
 - Other, please specify.
-

End of Block: Determinants of Tuition-Setting for Non-Resident Students

Start of Block: Tuition Limits and Freezes

Section 6 Tuition Limits and Freezes

Q63 Has there been a state- or system-level freeze or other limit placed on **resident, undergraduate tuition** for **two-year institutions** at any time in your state in the past five fiscal years (2017-2022)?

Please select one response.

- Yes, to a freeze.
- Yes, to a limit.
- Yes, both a freeze and a limit.
- No

Q64 Who applied the freeze or limit on **resident, undergraduate tuition** for **two-year institutions**?

Select all that apply.

- Governor
 - Legislature
 - Statewide coordinating/governing agency for multiple systems
 - System-level coordinating/governing agency
 - Other actor, please specify
-

Q65 Has there been a state- or system-level freeze or other limit placed on **resident, undergraduate tuition** for **four-year institutions** at any time in your state in the past five fiscal years (2017-2022)?

Please select one response.

- Yes, to a freeze.
- Yes, to a limit.
- Yes, both a freeze and a limit.
- No

Q66 Who applied the freeze or limit on **resident, undergraduate tuition** for **four-year institutions**?

Select all that apply.

- Governor
 - Legislature
 - Statewide coordinating/governing agency for multiple systems
 - System-level coordinating/governing agency
 - Other actor, please specify
-

Q67 Which academic year(s) was the freeze or limit set for and what **percentage** was it approved for? (For a freeze, enter 0).

Enter a numerical number (0-100) across the applicable academic year(s).

	Two-year sector, resident, undergraduate tuition	Four-year sector, resident, undergraduate tuition
2017-2018		
2018-2019		
2019-2020		
2020-2021		
2021-2022		

Q68 Did the COVID-19 pandemic have an **impact on the decision to limit or freeze** resident, undergraduate tuition in 2020-2021?

Yes

No

Q69 If yes, please **describe the impact** of the COVID-19 pandemic on the decision to limit or freeze resident, undergraduate tuition in 2020-2021.

Q70 Did the COVID-19 pandemic have an **impact on the decision to limit or freeze** resident, undergraduate tuition in 2021-2022?

- Yes
- No

Q71 If yes, please **describe the impact** of the COVID-19 pandemic on the decision to limit or freeze resident, undergraduate tuition in 2021-2022.

End of Block: Tuition Limits and Freezes

Start of Block: Student Fees

Section 7 Student Fees

Note For this survey, please use the following definition of a fee: mandatory education and general fees include all fees required of such a large portion of all students that a student who does not pay the fee is the exception. Examples of mandatory education and general fees include but are not limited to instructional fees, technology fees, and security fees. Course-level

fees, auxiliary fees, and one-time fees (such as those assessed for graduation and transcripts) should not be considered.

Q72 Does a statute exist for setting **student fees** for institutions in your state?

Undergraduate students (two-year)	▼ Yes ... No
Undergraduate students (four-year)	▼ Yes ... No
Graduate students (four-year)	▼ Yes ... No

Q73 Please provide a link to fee-setting statutes for two-year institutions in your state (if applicable).

Undergraduate student fees (two-year) URL link:

Undergraduate student fees (four-year) URL link:

Graduate student fees (four-year) URL link:

Q74 Select the statement that best describes the philosophy in your state related to mandatory student fees and how this differs from tuition philosophy in the **two-year sector**.

Fees make up for tuition limitations.

Fees are institutionally controlled.

Fees cannot exceed a set amount.

Fees pay for certain defined expenses only.

There is no difference in philosophy.

Other, please specify. _____

Q75 Select the statement that best describes the philosophy in your state related to mandatory student fees and how this differs from tuition philosophy in the **four-year sector**.

- Fees make up for tuition limitations.
- Fees are institutionally controlled.
- Fees cannot exceed a set amount.
- Fees pay for certain defined expenses only.
- There is no difference in philosophy.
- Other, please specify. _____

Q76 How is the student **fee-setting** policy formalized in your state?

Please select one response per sector.

	Two-year Undergraduate	Four-year Undergraduate	Four-year Graduate
In state constitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By legislative statute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By state rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By board rule or policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not formalized at the state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q77 Which actor(s) below are primarily responsible for **setting undergraduate student fees** for the **two-year** sector in your state?

Select all that apply.

- Governor
 - Legislature
 - Statewide coordinating/governing agency for multiple systems
 - System-level coordinating/governing agency
 - Boards of individual institutions
 - Institutional presidents
 - Not applicable
 - Other actor, please specify
-

Q78 Which actor(s) below are primarily responsible for **setting undergraduate student fees** for the **four-year** sector in your state?

Select all that apply.

- Governor
- Legislature
- Statewide coordinating/governing agency for multiple systems
- System-level coordinating/governing agency
- Boards of individual institutions
- Institutional president
- Not applicable

Q79 Which actor(s) below are primarily responsible for **setting graduate student fees** for the **four-year** sector in your state?

Select all that apply.

- Governor
- Legislature
- Statewide coordinating/governing agency for multiple systems
- System-level coordinating/governing agency
- Boards of individual institutions
- Institutional president
- Not applicable

End of Block: Student Fees

Start of Block: Student Affordability and Financial Assistance

Section 8 Student Affordability and Financial Assistance

Q80 What is the **relationship between tuition and financial aid policies** in your state? (i.e., do you aim for low tuition and low aid, high tuition and high aid, or something else?).

Please select one response per sector.

	Two-year sector	Four-year sector
Low tuition/low aid	<input type="checkbox"/>	<input type="checkbox"/>
Low tuition/moderate aid	<input type="checkbox"/>	<input type="checkbox"/>
Low tuition/high aid	<input type="checkbox"/>	<input type="checkbox"/>
Moderate tuition/moderate aid	<input type="checkbox"/>	<input type="checkbox"/>
Moderate tuition/high aid	<input type="checkbox"/>	<input type="checkbox"/>
High tuition/high aid	<input type="checkbox"/>	<input type="checkbox"/>
No relationship	<input type="checkbox"/>	<input type="checkbox"/>

Q81 How **formalized** is this relationship between **tuition and financial aid policies** in the two-year sector?

- Formalized in statute
- Formalized in other state or agency documents
- Informal policy or goal
- Unintentional relationship

Q82 How **formalized** is this relationship between **tuition and financial aid policies** in the four-year sector?

- Formalized in statute
- Formalized in other state or agency documents
- Informal policy or goal
- Unintentional relationship

Q83 Have any of the following policies been formally proposed by a **governor or state legislature** in the past five years (2017 – 2022) for consideration in your state?

Select all that apply.

	Considered	Proposed	Adopted
Debt-free college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free college/promise program (four-year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free college/promise program (two-year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income-share agreement programs or partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open educational resources (open teaching and learning material)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide financial literacy programs (including student financial aid options and FAFSA completion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuition guarantee program (tuition rates are guaranteed for the expected on-time completion of a degree)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuition rollback (state reimburses institutions in exchange for tuition reduction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, not listed here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q84 Does your state have a **unified strategy for student affordability** that considers institutions' tuition and financial aid?

Yes

No

Q85 If yes, please **describe** the unified strategy for student affordability and include a link.

Q86 Describe how **reductions or shortfalls in available state funding for financial aid programs** have been handled in your state (e.g., grant awards made based on "first come, first served," changes made to eligibility requirements to control for population sizes, etc.). Specify where this policy is formalized, if applicable.

Q87 Have you enacted any **financial aid reductions** due to COVID-19?

Yes

No

Q88 If yes, please **describe the financial reductions** due to COVID-19.

Q89 Does your state have **plans for how to alter major state financial aid programs** if there are reductions or shortfalls in future years?

- Yes
- No

Q90 If yes, please **describe your state plans** to alter major state financial aid programs if there are reductions or shortfalls in future years.

Q91 Has your state **adopted** any new financial aid programs or **expanded** existing financial aid programs as a result of the COVID-19 pandemic?

Select all that apply.

- Yes, adopted new programs.
- Yes, expanded existing programs.
- No

Q92 *You have indicated that your state adopted new financial aid programs or expanded existing financial aid programs as a result of the COVID-19 pandemic.*

Please **describe** the financial aid programs, the institution(s), and student types covered by the financial aid programs.

Q93 Does your state or a system within your state provide **tuition waivers or discounting** for particular categories of students (Examples: international students, non-resident students, military personnel, children of faculty members, etc.)?

Yes

No

Q94 Which students are **eligible** for the waivers?
Select all that apply.

	Two-year undergraduate students	Four-year undergraduate students	Four-year graduate students
Active-military or veteran students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children of deceased or disabled veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children of first responders or national guards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children or spouses of faculty or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-resident students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who have been or are currently in foster care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal-affiliated students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undocumented students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(s), not listed here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q95 Are **undocumented students** who reside in your state generally eligible to receive state grant aid?

- Yes, for certain grant programs.
- Yes, for all state grant programs.
- No, because of state policy.
- No, because of federal policy.

Q96 If yes, please **describe the grant program(s)** for undocumented students in your state .

Q97 Do your state board or institutional boards have a policy that **requires** a portion of revenue from tuition increases to be set aside for student financial aid?

- Yes
- No

Q98 Enter the percentage applied to financial aid, and provide a link to your state policy.
Enter a numerical number between 0-100 only.

- Percentage (%) _____
- State Policy URL Link _____

End of Block: Student Affordability and Financial Assistance

Start of Block: End of Survey Confirmation

Q99 You have reached the end of the survey. Are you ready to submit your survey responses? Please click **yes** and **submit** to record your responses.

If you are not ready to submit, please click back to review your responses before proceeding to submit. If, after submission, you need to make corrections to any responses, please email jcolorado@sheeo.org to receive a retake link.

Yes

End of Block: End of Survey Confirmation
