

**SURVEY OF 2005-06 STATE TUITION, FEES, & FINANCIAL ASSISTANCE
POLICIES FOR PUBLIC COLLEGES AND UNIVERSITIES**

Select a [blue](#) question to open either a web or excel version of responses.

Select from the following:

Section A: Tuition

I. Philosophy and Authority

II. Tuition Setting

Section B: Fees

Section C: Student Financial Assistance

Section D: Alignment of State Fiscal Policies

2005-2006 TRIENNIAL SURVEY OF STATE TUITION, FEE, & FINANCIAL ASSISTANCE POLICIES FOR PUBLIC COLLEGES AND UNIVERSITIES

The purpose of this survey is to solicit information on state-level policies and procedures governing **public** higher education tuition, fees, and student financial assistance. This is not a survey of the actual rates or amounts of current tuition, since other sources already exist for those data. For simplicity, the term "tuition" as used in this survey includes all standard student charges including required "education fees" in states that prohibit tuition *per se*.

The format allows you to use your mouse/cursor to select response boxes where appropriate, and to type your answer to open-ended items (without length limitations) within the gray rectangular text boxes. You may find it helpful to use the <tab> function to move through the survey.

When you have completed the survey you may return it as an e-mail attachment, or you may print your completed document and fax it to the SHEEO office. SHEEO's contact information is provided at the end of the survey. If you have any questions, please contact Angela Boatman at 303-541-1610.

SECTION A: TUITION

View responses in WEB VERSION or View responses in EXCEL format

I. Philosophy and Authority

1. a) Which of the following statements best describes the overall tuition philosophy or approach for public colleges and universities in your state? (*Check all that apply*):

- - Tuition should be as low as possible.
 - Tuition should be moderate.
 - Tuition should be high.
 - Tuition policy is guided by institutional-level philosophy or budgetary needs.
 - Philosophy differs by sector.
 - No statewide tuition philosophy exists.
- Other (*Please describe*):

- b) Describe the rationale for the philosophy stated above (e.g., tuition should be low to maximize access, high tuition is combined with high financial aid, institutions best understand their fiscal situation, etc.):

- c) Is this tuition philosophy formalized in the state constitution, by legislative statute, by state rule, board rule or policy, or not formalized? (*Please check one*):

-
- Constitution
- Statute
- State rule
- Board rule/policy
- Not formalized

Clarifying comments:

2. a) Have economic conditions over the last three years led to any short-term actions or policies on tuition that are in conflict with general philosophies?

- - No
- Yes (*Please describe*):

- b) Describe any tuition policy changes in your state in the past three fiscal years (not changes in tuition levels).

c) Are any potential tuition policy changes under consideration in your state? If so, please describe:

3. Has a formal study group or commission on tuition policy been established in your state at any time in the past three fiscal years? If yes, please provide a link to or a copy of any written report resulting from the initiative.

- No
 Yes (*Please describe*):

4. a) What role does each of the following individuals or entities play in establishing tuition rates and/or tuition policies in your state?

<u>Authority to establish tuition rates</u>	<u>Full legal decision-making authority</u>	<u>Informal/ Consultative role</u>	<u>No role</u>	<u>Other role</u>
a. Governor Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Legislature Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Statewide coordinating/ governing agency for multiple systems Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Coordinating/ governing board(s) for individual systems Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Local district governing board(s) <i>(two-year only)</i> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Individual institutions Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (<i>Please specify</i>) Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Which of the entities above has **primary** authority for establishing tuition? (*Please check one*)

- Governor
 Legislature
 Statewide coordinating/ governing agency for multiple systems
 Coordinating/ governing board(s) for individual systems
 Local district governing board(s)
 Individual institutions
 Other:

Clarifying comments:

c) If *individual institutions* have primary authority, which of the following statements best describes the nature of their authority?

- Individual institutions set tuition rates within very strict guidelines or parameters established by local or state-level entities.
- Individual institutions set tuition rates within moderate or limited guidelines established by local or state-level entities.
- Individual institutions set tuition rates with no external restrictions.
- Not applicable

Clarifying comments:

d) How has the degree of centralization changed over the past three years with regard to setting tuition levels?

5. a) How have changes in state legislative culture (ex. term limits, changes in legislative leadership, etc.) affected tuition policies and tuition philosophy in your state over the past three years?

b) What incentives (explicit or implicit) exist at the state or institutional level to minimize tuition increases?

6. Indicate which of the following tuition revenue appropriation policies are in place in your state:

- Tuition revenues are controlled and retained by individual institutions or campuses.
- Tuition revenues are deposited into separate, institutionally designated state tuition accounts from which all funds must be appropriated prior to expenditure.
- Tuition is appropriated and is a direct offset of the state general revenue appropriation.
- Tuition revenues are retained at the state level but under the direct control of a state governing or coordinating board.
- Tuition revenues are deposited into state general funds, with their return to higher education only inferred.
- Other (*Please describe*):

Clarifying comments:

II. Tuition Setting for Resident Undergraduate Students

7. The following factors may be used by various individuals/groups who set public resident undergraduate tuition rates in the states. Using a scale of 0 to 4, please indicate the level of influence exerted by each of the factors in decision-making about tuition levels in your state. If individual institutions are responsible for setting tuition, use your best judgment in assessing the role of each factor in the statewide aggregate.

0 = no influence

3 = significant influence

1 = minimal influence

4 = controlling influence

2 = moderate influence

<u>Factors</u>	<u>No influence 0</u>	<u>Minimal influence 1</u>	<u>Moderate influence 2</u>	<u>Significant influence 3</u>	<u>Controlling influence 4</u>
a. Consumer Price Index (CPI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Higher Education Price Index (HEPI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. SHEEO Higher Education Cost Adjustment (HECA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other inflation indices. <i>Please specify:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State per capita personal or disposable income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State general fund appropriations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Tuition charged by peer institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Tuition policies of comparison states	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Institutional mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Cost of instruction (<i>Please complete</i>) Tuition is approx % of the cost of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Prior year's tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other student fees or charges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Availability of/appropriations for financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. State workforce needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Public/ media concern about the attendance cost of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Factors</u>	<u>No influence 0</u>	<u>Minimal influence 1</u>	<u>Moderate influence 2</u>	<u>Significant influence 3</u>	<u>Controlling influence 4</u>
p. Formal or informal analyses or beliefs about the relative mix of individual and public benefits of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. State philosophy about the appropriate share of tuition costs to be borne by students vs. the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. A policy cap on the percentage or dollar increase for tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other (<i>please describe</i>):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarifying comments:

8. Of the above list (a-s), please indicate the **three most influential** factors in setting resident undergraduate tuition rates in your state over the past three fiscal years:

- 1.
- 2.
- 3.

9. Has there been a curb, cap, freeze or other limit placed on tuition at any time in your state in the past three fiscal years?

- No
 Yes (*Please describe, including the entity responsible for initiation*):

10. As an alternative to raising tuition, have individual institutions or state offices responded with attempts to reduce costs (e.g., eliminating programs, freezing new hires, delaying capital outlay projects, etc.)?

- No
 Yes
(*Please describe*):

11. Does your state have a policy linking a portion of revenue from tuition increases to student financial aid?

- No
 Yes
(*Please describe*):
- a. What percent?
 - b. Does this percentage apply only to a certain type of aid (e.g., need-based aid)?

12. a) Differential tuition results when groups or individuals pay different tuition rates based on certain criteria, such as level of study, major, etc. Indicate if each of the following types of differential tuition **is** used for **resident undergraduate students** at public colleges and universities in your state. If responses differ by sector, please indicate in item 12b.

- Lower division/ Upper division
- Programmatic (varies by major or course)
- Credit/ Non-credit
- In-district/ Out-of-district (*two-year schools only*)
- On-site or classroom based instruction/ Off-site or distance education
- Credit hours beyond a specific number (e.g., credit hours accumulated above 140 are charged at a higher rate)
- Cohort-based tuition (Fixed rate for a cohort of entering freshman for some specified period of time)
- Other (*Please describe*):

Clarifying comments:

- b) Please describe how the responses above differ for **two-year** institutions in your state.

13. Resident Undergraduate **Block Tuition**: Indicate which of the following practices exist within your state. (*Check all that apply*).

	<u>Statewide policy</u>	<u>Varies by sector</u>	<u>Varies by institution within sector</u>
a. Tuition is set per credit hour regardless of how many credits the student is taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tuition is set at a flat rate for full-time students. (<i>Indicate the number or range of credit hours, if known: </i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A per credit surcharge is imposed at or above a specific number of credit hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. No formal policy exists on resident undergraduate tuition setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. **Nonresident Tuition**: Indicate which of the following statements describes how nonresident undergraduate tuition is set in your state (*Check all that apply*).

- Nonresident tuition is set at a mandated percentage of the cost of undergraduate instruction. The percentage is %.
- Nonresident tuition is indexed to the undergraduate resident tuition (e.g., 2 times the resident tuition rate). The percentage is %.
- No formal policy exists on nonresident undergraduate tuition setting.
- Other (*Please describe*):

Clarifying comments:

15. Has the issue of offering resident tuition rates to undocumented immigrants been discussed in your state?
- No discussion
 Discussion, but no policy
 Policy (*please describe*):
16. In addition to the general undergraduate tuition reciprocity agreements that exist within the regional higher education associations (MHEC, NEBHE, SREB, WICHE), does your state have a policy specific to students from neighboring states or individual counties (e.g. a "good neighbor" policy)? If yes, please briefly describe and provide a link to or a copy of the policy.
17. Which of the following occupational areas does your state provide loan forgiveness and/or loan repayment to graduates of selected programs/majors who provide service to the state following graduation?

<u>Occupational Area</u> ¹	<u>In-School Assistance</u> ²	<u>On-the-Job Repayment</u> ³	<u>Other (please describe)</u>
a. Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Medicine/ Dentistry/ Optometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarifying comments:

18. Please describe any differences in philosophy or policy concerning **tuition** at public **two-year vs. four-year** institutions in your state.

¹ Program categories and occupational areas taken from: Kirshstein, R., Berger, A., Benatar, E., and Rhodes, D. (2004). *Workforce contingent financial aid: How states link financial aid to employment*. Lumina Foundation. Retrieved June 27, 2005, from <http://www.luminafoundation.org/research/Workforce.pdf>

² Under "in-school" programs (sometimes called loan forgiveness), the student receives assistance while enrolled in school in a designated academic field. The aid -- whether labeled a loan, grant, or scholarship -- is forgiven only if the individual works in a specified occupation, field, or geographic area upon graduation.

³ "On-the-job" programs (sometimes called loan repayment) assist individuals already working in a specified occupation, field, or geographic area in paying *existing* educational debt.

SECTION B: FEES

View responses in WEB VERSION or View responses in EXCEL format

In this section, the term “fees” applies only to mandatory fees, as opposed to designated fees. **Mandatory fees** are defined as charges that most full-time students are required to pay in addition to tuition. **Designated fees** are defined as charges that apply to specific classifications only, such as certain courses, programs, services, or groups of students.

1. a) Describe the philosophy in your state specifically related to student fees (for example, fees make up for tuition limitations, fees are institutionally controlled, etc.).

b) Is this fee philosophy formalized in the state constitution, by legislative statute, by state rule, board rule or policy, or not formalized?

- Constitution
- Statute
- State rule
- Board rule/policy
- Not formalized

Clarifying comments:

c) Describe any fee policy changes in your state in the past three fiscal years (not changes in fee levels).

d) Are any potential fee policy changes under consideration in your state? If so, please describe.

e) Has there been a curb, cap, freeze or other limit placed on fees in the past three fiscal years?

- No
- Yes (*Please describe*):

2. Please indicate which entities in your state have the authority to set mandatory and/or designated fees. (*Check all that apply*):

<u>Authority to set fees</u>	<u>Mandatory</u>	<u>Designated</u>
a. Governor:	<input type="checkbox"/>	<input type="checkbox"/>
b. Legislature:	<input type="checkbox"/>	<input type="checkbox"/>
c. State coordinating/governing agency:	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual system governing board(s):	<input type="checkbox"/>	<input type="checkbox"/>
e. Local district governing board(s) (<i>two-year only</i>):	<input type="checkbox"/>	<input type="checkbox"/>
f. Individual institutions:	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (<i>Please specify</i>):	<input type="checkbox"/>	<input type="checkbox"/>

Clarifying comments:

3. Please describe any differences in philosophy or policy concerning **fees** at public **two-year vs. four-year** institutions in your state.

SECTION C: STUDENT FINANCIAL ASSISTANCE

View responses in WEB VERSION or View responses in EXCEL format

1. The following is a list of possible goals of student financial aid policy. Understanding that multiple programs might exist in your state to meet a variety of objectives, please indicate, using a scale of 0 to 3, the relative influence of each of the goals in the creation and adjustment of a comprehensive financial aid program.

0 = no influence 1 = minimal influence 2 = moderate influence 3 = significant influence

<u>Factors</u>	<u>No influence</u> 0	<u>Minimal influence</u> 1	<u>Moderate influence</u> 2	<u>Significant influence</u> 3
a. Promote broad <i>access</i> to higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Improve the <i>affordability</i> of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Facilitate student <i>choice</i> among higher education providers in the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <i>Help equalize tuition</i> between public and independent institutions in the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Promote student <i>retention</i> and degree completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <i>Recognize talent</i> and <i>reward effort</i> of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <i>Keep talented students</i> in the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Prepare and place students into specific careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a) Which of these goals (a-i) has the **greatest influence** on financial aid policy in your state?

- b) Is the financial aid philosophy formalized in the state constitution, by legislative statute, by state rule, board rule or policy, or not formalized?

- Constitution
 Statute
 State rule
 Board rule/policy
 Not formalized

Clarifying comments:

2. a) Describe any financial aid policy changes (not financial aid appropriations) in the last three fiscal years.

b) Are there any potential financial aid policy changes under consideration? If so, please describe.

3. Does your state have a policy regarding the mix between merit and need-based aid?

- No
 Yes (*Please describe*):

4. Check which, if any, of the following student financial assistance programs your state offers.

<u>Student Assistance Programs</u>	<u>Offered under state statute</u>	<u>Offered through a formal policy but not in statute</u>	<u>Offered at discretion of institutions</u>	<u>Not offered</u>
a. Need-based grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. General, statewide merit- based scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Specifically targeted merit-based scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Loan forgiveness programs (including conditional scholarships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State-funded work-study programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State-funded guaranteed loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Programs designed to increase access/participation of members of specific groups/populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. State tax credits or tax deductions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (<i>Please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarifying comments:

5. Do the public institutions in your state provide tuition waivers (full or partial) or other financial assistance for particular categories of students (e.g., dependents of faculty/ staff, military personnel, senior citizens, etc.?)

<u>Student Assistance Programs</u>	<u>Assistance offered under state statute</u>	<u>Assistance offered through a formal policy but not in statute</u>	<u>Assistance offered at discretion of institutions</u>	<u>Assistance not offered</u>
a. Graduate assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Faculty/ staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Dependents of faculty/ staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State employees/ civil servants (other than faculty/ staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dependents of state employees/ civil servants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dependents of deceased police officers or fire fighters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Participants in public service programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Military (<i>Please describe:</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Senior Citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students who qualify for need-based aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Students who qualify for merit-based aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (<i>Please specify:</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarifying comments:

6. Please describe any differences in philosophy or policy concerning student **financial aid** at public **two-year vs. four-year** institutions in your state.

7. Describe the financial aid policies in your state in regard to independent institutions.

8. a) Please indicate if your state is considering any development of, or changes in, a prepaid tuition program or a college savings plan.
 - b) What consideration, if any, has been given in your state to the impact of tuition prepayment programs or college savings plans on tuition levels? By whom?

SECTION D: ALIGNMENT OF STATE FISCAL POLICIES

View responses in WEB VERSION or View responses in EXCEL format

The remaining questions assess state efforts to align state appropriations, tuition, and financial aid policies.

1. Describe any initiatives being discussed in your state to address the affordability of college for students and their families. Include any initiatives or collaboration with other agencies to provide consumer information on college price and the financing of higher education, including financial aid programs. Please provide a link to or a copy of any written materials developed.

2. Below is a list of possible state policy responses to the 1997 federal legislation creating various education tax credits and deductions, including the HOPE Scholarship and Lifetime Learning tax credits. Check which of the following actions, if any, have been taken in your state, those currently under consideration, and those **not** under consideration. (*Check all that apply*):

<u>Action</u>	<u>Action Taken</u>	<u>Under Consideration</u>	<u>Not under Consideration</u>
a. Raise tuition to take advantage of new tax credits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Take federal tax credits into account when calculating state student aid eligibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Create state-level programs that replicate the federal initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Conform the state tax code to federal policy to simplify the tax process for families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Create a state prepayment or college savings plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Publicize the availability of federal tax credits as a means to finance college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide bridge loans to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (<i>Please describe:</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Describe the relationship (formal or informal) between the **tuition policies** and **fee policies** in your state (e.g., viewed as similar but different source of funds, no relationship, etc.).

4. Describe the relationship (formal or informal) between **tuition policies** and **financial aid policies** in your state (e.g., high tuition/high aid, no relationship, etc.), including any differences that might exist between sectors.

5. How is your state working to coordinate state appropriations, tuition, and financial aid policies?

Respondent Information

**State/ Agency
Respondent
Title
Phone
Fax
E-mail**

Thank you for your assistance in completing this survey. Please email, mail, or fax your completed survey **by Wednesday, July 20th** to:

Angela Boatman
State Higher Education Executive Officers
3035 Center Green Dr.- Suite 100
Boulder, CO 80301-2251

Phone: 303-541-1610

Fax: 303-541-1639