

1. Introduction

The purpose of this survey is to update the information gathered from the 2011 survey 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. The term "tuition" as used in the survey includes all standard student charges including required "education fees" in states that prohibit tuition per se.

There are eight sections to this survey (please note numbering restarts at the beginning of each page):

1. Tuition-Setting Philosophy
2. Tuition-Setting Authority and Process
3. Tuition-Setting for Resident Undergraduate Students
4. Tuition-Setting for Nonresident Undergraduate Students
5. Other Tuition Policies
6. Student Fees
7. Student Financial Assistance
8. Alignment of State Fiscal Policies

Please be as complete as possible in your responses to each of the questions. Responses should reflect policies and procedures in place for the 2012-13 academic year (FY 2012-13). Your responses will be saved as soon as you hit the "Next" button at the bottom of the page. If you click "Exit This Survey," your responses for that page will not be saved.

If you have any documents to submit along with this survey, please send them to Andy Carlson (acarlson@sheeo.org).

Thank you very much for your participation. If you have any questions, please contact Andy via email (acarlson@sheeo.org) or phone (303) 541-1607.

*** 1. Before you begin, please provide us with your information. These information items must be completed in order to move on to the survey.**

Name (first and last):

SHEEO Agency or Higher

Education Agency:

State:

Email Address:

2. Tuition-Setting Philosophy

1. 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)

| | 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):

2. 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 situations, etc.).

3. How is this tuition philosophy formalized in your state? (Check one per sector)

| | Two-year sector | Four-year sector |
|-------------------------------|--------------------------|--------------------------|
| In state Constitution | <input type="checkbox"/> | <input type="checkbox"/> |
| In 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 state level | <input type="checkbox"/> | <input type="checkbox"/> |

Clarifying comments:

4. Have economic conditions since FY 2008 led to any short-term actions or policies on tuition that differ from the general philosophies describe above?

- No
- Yes, institutions/governing boards have greater flexibility to set tuition in response to state funding cuts
- Yes, greater restrictions on tuition setting in order to maintain affordability and access
- Yes, other

Please describe:

5. Describe any changes in tuition policy (not changes in tuition levels) in your state since FY 2008 (the economic downturn).

6. Describe any potential tuition policy changes that have been proposed or discussed - by the state legislature, board members, the SHEEO agency, or by the governor - for the immediate future in your state.

3. Tuition-Setting Authority and Process

1. Please briefly describe your state's tuition-setting process.

2. What role does each of the following individuals or entities play in establishing tuition rates and/or tuition policies for the FOUR-YEAR SECTOR in your state? (Check all that apply)

| | Full legal decision-making authority | Informal/consultative role | No role | Other role |
|--|--------------------------------------|----------------------------|--------------------------|--------------------------|
| 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"/> |
| Coordinating/governing board(s) for individual systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local district governing board(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. What role does each of the following individuals or entities play in establishing tuition rates and/or tuition policies for the TWO-YEAR SECTOR in your state? (Check all that apply)

| | Full legal decision-making authority | Informal/consultative role | No role | Other role |
|--|--------------------------------------|----------------------------|--------------------------|--------------------------|
| 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"/> |
| Coordinating/governing board(s) for individual systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local district governing board(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Which of the entities above has the primary authority for establishing tuition? (Check one per sector)

| | Two-year sector | Four-year sector |
|--|--------------------------|--------------------------|
| Governor | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislature | <input type="checkbox"/> | <input type="checkbox"/> |
| Statewide coordinating/governing agency for multiple systems | <input type="checkbox"/> | <input type="checkbox"/> |
| Coordinating/governing board(s) for individual systems | <input type="checkbox"/> | <input type="checkbox"/> |
| Local district governing board(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual institutions | <input type="checkbox"/> | <input type="checkbox"/> |

5. If individual institutions have primary authority, which of the following statements best describes the nature of their authority? (Check one per sector)

| | Two-year sector | Four-year sector |
|--|--------------------------|--------------------------|
| 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) | <input type="checkbox"/> | <input type="checkbox"/> |
| 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) | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual institutions set tuition rates with no external restrictions, but are influenced by expressed opinions | <input type="checkbox"/> | <input type="checkbox"/> |
| Not applicable | <input type="checkbox"/> | <input type="checkbox"/> |

6. How has the the tuition-setting process and authority changed in your state over the last three years and what has caused those changes (e.g., changes in legislative leadership, term limits, etc.)?

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

8. Which of the following tuition revenue appropriation policies are in place in your state?

(Check 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 (please specify):

4. Tuition-Setting for Resident Undergraduate Students

1. The following factors may be used by various individuals/groups who set public resident undergraduate tuition rates in the states. Please indicate the level of influence exerted by each of the factors in decision-making about tuition levels for the FOUR-YEAR SECTOR 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.

| | Minimal to no influence | Moderate influence | Significant influence | Controlling influence |
|---|-------------------------|-----------------------|-----------------------|-----------------------|
| Inflationary indices (CPI, HECA, HEPI, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State per capita personal or disposable income | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State general fund appropriations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuition charged by peer institutions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuition policies of comparison states | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Institutional mission | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cost of instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prior year's tuition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of/appropriations for financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State workforce needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State philosophy about the appropriate share of tuition costs to be borne by students vs. the state | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A policy cap on the percentage or dollar increase for tuition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify):

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2. Please indicate the level of influence exerted by each of the factors in decision-making about resident undergraduate tuition levels for the TWO-YEAR SECTOR 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.

| | Minimal to no influence | Moderate influence | Significant influence | Controlling influence |
|---|-------------------------|-----------------------|-----------------------|-----------------------|
| Inflationary indices (CPI, HECA, HEPI, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State per capita personal or disposable income | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State general fund appropriations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuition charged by peer institutions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuition policies of comparison states | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Institutional mission | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cost of instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prior year's tuition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of/appropriations for financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State workforce needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State philosophy about the appropriate share of tuition costs to be borne by students vs. the state | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A policy cap on the percentage or dollar increase for tuition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify):

3. If you indicated that cost of instruction has an influence, please indicate approximately what percent of the cost of instruction is covered by tuition:

Two-year sector

Four-year sector

4. Of the above list, please indicate the three most influential factors in setting resident undergraduate tuition rates for the FOUR-YEAR SECTOR in your state over the past three fiscal years:

| | |
|----|----------------------|
| 1. | <input type="text"/> |
| 2. | <input type="text"/> |
| 3. | <input type="text"/> |

5. Of the above list, please indicate the three most influential factors in setting resident undergraduate tuition rates for the TWO-YEAR SECTOR in your state over the past three fiscal years:

| | |
|----|----------------------|
| 1. | <input type="text"/> |
| 2. | <input type="text"/> |
| 3. | <input type="text"/> |

6. 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

If yes, please describe and indicate if it was applied differentially to various sectors or institutions:

7. Does your state have a policy that requires a portion of revenue from tuition increases to be set aside for student financial aid?

No

Yes

If yes, please describe and provide the percentage applied to financial aid:

8. Differential tuition results when groups or individuals pay different tuition rates based on certain criteria, such as level of study, major, etc. Indicate if any of the following types of differential tuition are used for resident undergraduate students at public colleges and universities in your state. (Check all that apply)

| | Two-year sector | Four-year sector |
|---|--------------------------|--------------------------|
| Lower division/Upper division | <input type="checkbox"/> | <input type="checkbox"/> |
| Programmatic (varies by college/department, major or course) | <input type="checkbox"/> | <input type="checkbox"/> |
| Credit/Non-credit | <input type="checkbox"/> | <input type="checkbox"/> |
| In-district/Out-of-district (two-year schools only) | <input type="checkbox"/> | <input type="checkbox"/> |
| On-site or classroom based instruction/Off-site or distance education | <input type="checkbox"/> | <input type="checkbox"/> |
| Credit hours beyond a specific number (e.g., credit hours accumulated above 140 are charged at a higher rate) | <input type="checkbox"/> | <input type="checkbox"/> |
| Cohort-based tuition (Fixed rate for a cohort of entering freshmen for some specified period of time) | <input type="checkbox"/> | <input type="checkbox"/> |

9. Resident Undergraduate Block Tuition: Which of the following practices exist within your state? (Check all that apply)

| | Statewide policy | Varies by sector | Varies by institution within sector |
|---|--------------------------|--------------------------|-------------------------------------|
| Tuition is set per credit hour regardless of how many credits the student is taking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tuition is set at a flat rate for full-time students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A per credit surcharge is imposed at or above a specific number of credit hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| No formal statewide policy exists on resident undergraduate tuition setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please specify):

10. If you indicated that tuition is set at a flat rate for full-time students, please indicate the number or range of credit hours taken, if known, and describe to which institutions/sectors the flat rate applies.

5. Tuition-Setting for Nonresident Undergraduate Students

1. Which of the following statements describe how nonresident undergraduate tuition is set in your state? (Check all that apply)

| | Two-year sector | Four-year sector |
|--|--------------------------|--------------------------|
| Nonresident tuition is set at a mandated percentage of the cost of undergraduate instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| Nonresident tuition is indexed to the undergraduate resident tuition (e.g., 2 times the resident tuition rate) | <input type="checkbox"/> | <input type="checkbox"/> |
| Nonresident tuition is aligned with rates at peer institutions | <input type="checkbox"/> | <input type="checkbox"/> |
| Nonresident tuition is market-based and institutions should charge what students can afford to pay | <input type="checkbox"/> | <input type="checkbox"/> |
| No formal policy exists on nonresident undergraduate tuition setting | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please specify):

2. If you indicated that nonresident tuition is a percentage of the cost of undergraduate instruction or a percentage of resident tuition, please indicate those percentages:

Percentage of the cost of undergraduate instruction (2-year sector)

Percentage of the cost of undergraduate instruction (4-year sector)

Percentage of resident undergraduate tuition (2-year sector)

Percentage of resident undergraduate tuition (4-year sector)

6. Other Tuition Policies

1. 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.

2. Has your state considered a policy regarding tuition rates for undocumented immigrants? (Check one)

- No
- Yes, consideration of a policy to prohibit resident tuition rates for undocumented students
- Yes, consideration of a policy to charge resident tuition rates for undocumented students
- Yes, consideration of a policy to charge tuition rate other than nonresident rate or resident rate for undocumented students

3. If you answered yes to question 2 above, was a policy implemented? (Please describe and provide a link to the policy if available)

- Yes
- No

Please describe:

7. Student Fees

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

2. How is this fee policy formalized in your state? (Check one per sector)

| | Two-year sector | Four-year sector |
|-------------------------------|--------------------------|--------------------------|
| In state Constitution | <input type="checkbox"/> | <input type="checkbox"/> |
| In 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 state level | <input type="checkbox"/> | <input type="checkbox"/> |

Clarifying comments:

3. Describe any fee policy changes in your state since FY 2008 (not changes in fee levels).

4. Describe any potential fee policy changes that have been proposed or discussed by the state legislature, board members, the SHEEO agency, or by the governor in your state.

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

- No
 Yes

If yes, please describe:

6. Please indicate which entities in your state have the authority to set mandatory fees. (Check all that apply)

| | Two-year sector | Four-year sector |
|---|--------------------------|--------------------------|
| Governor | <input type="checkbox"/> | <input type="checkbox"/> |
| Legislature | <input type="checkbox"/> | <input type="checkbox"/> |
| State coordinating/governing agency | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual / system governing board(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| Local district governing board(s) (two-year only) | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please specify):

8. Student Financial Assistance

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

| | Offered under state statute | Offered through a formal policy but not in statute | Offered at discretion of institutions | Not offered |
|---|-----------------------------|--|---------------------------------------|-----------------------|
| Need-based grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Merit-based grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blended program (need and merit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work Study | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Categorical program targeted to a specific population | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify):

2. How are individual student financial aid awards calculated and allocated in your state for each of the state funded grant programs?

| | Through a central, state-level office | At the institutional level | Not applicable/no such program |
|---|---------------------------------------|----------------------------|--------------------------------|
| Need-based grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Merit-based grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blended program (need and merit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work Study | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Categorical program targeted to a specific population | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify):

3. 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 the goals that are most influential in the creation and administration for each type of state financial aid program.

| | Goals |
|---|----------------------|
| Need-based grants | <input type="text"/> |
| Merit-based grants | <input type="text"/> |
| Blended program (need and merit) | <input type="text"/> |
| Work Study | <input type="text"/> |
| Categorical program targeted to a specific population | <input type="text"/> |
| Other program | <input type="text"/> |
| Other (please specify) | <input type="text"/> |

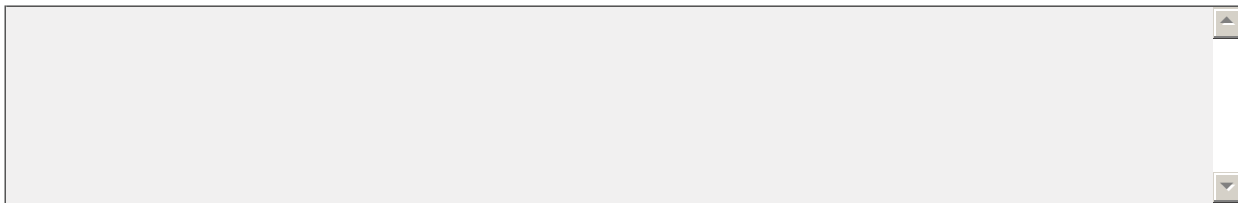
4. How is this financial aid philosophy formalized in your state? (Check one per row)

| | In state Constitution | In legislative statute | By state rule | By board rule/policy | Not formalized at the state level |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------------------|
| Need-based grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Merit-based grants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blended program (need and merit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work Study | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Categorical program targeted to a specific population | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

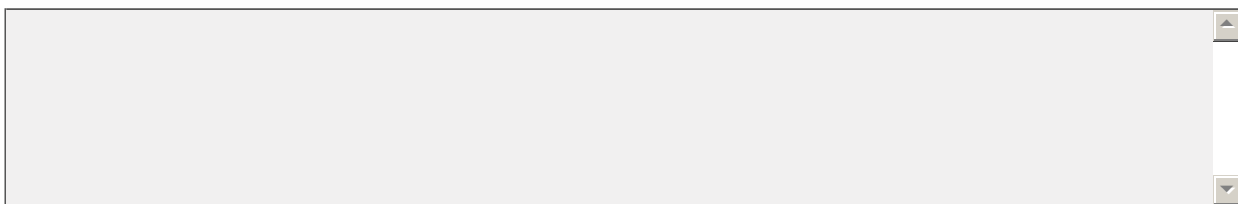
Clarifying comments:

5. Describe any significant changes in the overall state financial aid appropriations in the last three fiscal years.

6. Describe any significant changes in financial aid grant awards to individual students in the last three fiscal years.

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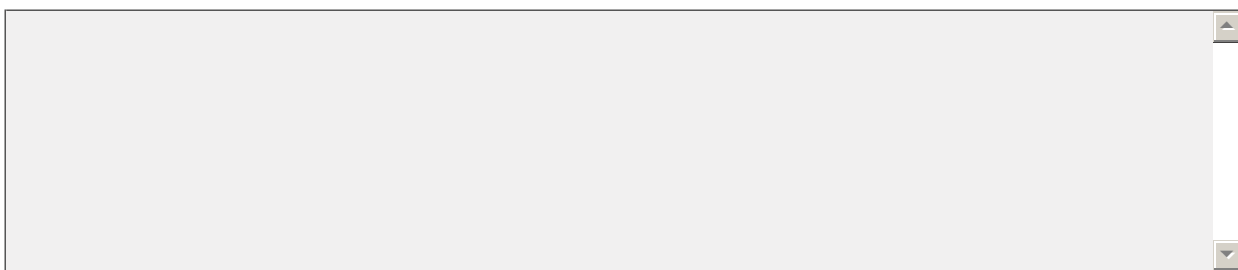
7. Describe how reductions in available state funding for financial aid programs have been handled in your state (e.g., grant awards made based on "first come first served", changes made to eligibility requirements to reduce the size of the eligible population, etc.). Specify where this policy is formalized, if applicable.

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8. Describe any financial aid policy changes (not financial aid appropriations) and the reasons for them in the last three fiscal years.

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9. Is your state considering any major reforms to existing state financial aid programs in the next few years? If so, please describe.

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

- No
- Yes

If yes, please describe:

11. For each of the programs in your state, specify whether students attending independent, non-profit and independent, for-profit institutions are eligible to receive aid.

| | Independent, non-profit institutions | Independent, for-profit institutions |
|---|--------------------------------------|--------------------------------------|
| Need-based grants | <input type="text"/> | <input type="text"/> |
| Merit-based grants | <input type="text"/> | <input type="text"/> |
| Blended program (need and merit) | <input type="text"/> | <input type="text"/> |
| Work Study | <input type="text"/> | <input type="text"/> |
| Categorical program targeted to a specific population | <input type="text"/> | <input type="text"/> |

Additional comments:

12. 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.)?

| | Assistance offered under state statute | Assistance offered through a formal policy but not in statute | Assistance offered at discretion of institutions | Assistance not offered |
|---|--|---|--|------------------------|
| Graduate assistants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student athletes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty/staff members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dependents of faculty/staff members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State employees/civil servants (other than faculty/staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dependents of state employees/civil servants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dependents of deceased police officers or firefighters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participants in public service programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military (Active) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military (Honorably discharged) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dependents of military | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Senior Citizens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students who qualify for need-based aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students who qualify for merit-based aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify):

13. Please provide any necessary clarifying comments for the above question.

14. In which of the following occupational areas does your state provide assistance, loan forgiveness and/or loan repayment programs to those who provide service to the state following graduation? (Check all that apply)

| | In-School Financial Assistance | Loan Forgiveness | On-the-Job Loan Repayment |
|--------------------------------|--------------------------------|--------------------------|---------------------------|
| Teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nursing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Medicine/ Dentistry/ Optometry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engineering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Child care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please describe):

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

16. If your state is considering any development of, or changes in, a prepaid tuition program or a college savings plan, please describe.

17. What consideration, if any, has been given in your state to the impact that tuition prepayment programs or college savings plans may have on tuition levels? By whom?

9. Alignment of State Fiscal 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.

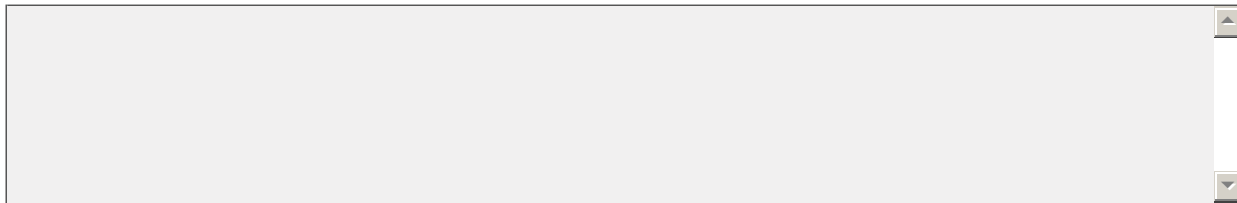
2. Below is a list of possible state policy responses to federal legislation creating various education tax credits and deductions, including the HOPE and Lifetime Learning Credit. Check which of the following actions, if any, have been taken in your state, those currently under consideration, and those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

| | Action Taken | Under Consideration | Not Under Consideration |
|---|--------------------------|--------------------------|--------------------------|
| Raise tuition to take advantage of new tax credits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take federal tax credits into account when calculating state student aid eligibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Create state-level programs that replicate the federal initiatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conform the state tax code to federal policy to simplify the tax process for families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Create a state prepayment or college savings plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Publicize the availability of federal tax credits as a means to finance college | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide bridge loans to students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please specify):

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.

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

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