

TUITION TRANSPARENCY INITIATIVE

Start: July 1, 2024

Finish: June 30, 2025

Budget: \$1,250,000

Actual YTD: \$0

TUITION TRANSPARENCY INITIATIVE WORKFLOW

Task	Jul	Aug	Sep	Oct	Nov	Dec	Jan
Aid Packaging & Disbursement	■						
Aid Clean-up and Reporting		■					
KPI Analysis & Impact Evaluation	■						
Year 2 Sensitivity Analysis and Tuition Modeling				■			
Year 2 Tuition and Aid strategy approval and implementation						■	

RISK/MITIGATION

Year two of the Tuition Transparency Initiative must balance generating sufficient net tuition revenue with supporting timely graduation. A per-credit-hour cost structure could discourage students from enrolling in 15 credit hours, delaying degree completion and affecting scholarship eligibility. Academic advisors should emphasize the "Fifteen to Finish" initiative to help students stay on track. Efforts must address affordability concerns while ensuring students maintain satisfactory academic progress without undue financial burdens.

Q1 HIGHLIGHTS

- ✓ Completed Aid packaging and disbursement with new tuition for returning Fall '24 students
- ✓ Impact Evaluation of Year 1 initiative on returning student persistence, overall net tuition revenue, new student enrollment and year-over-year retention
- ✓ Reported KPI information with Fall Census Enrollment data
- ✓ Began discount and net tuition revenue analysis

Q2 OBJECTIVES

- Report evaluation of Year 1 KPI's
- Use Year 1 pricing KPI's to inform Year 2 structural changes
- Model a series of Year 2 tuition pricing and structure scenarios
- Conduct a price sensitivity evaluation for returning students
- Present Year 2 modeling scenarios to Board of Trustees and set FY 25-26 tuition and fees
- Set merit scholarship quintiles for Fall 2025 Freshmen awards

Status:
 Lead: Joseph Miller
 Pillars: Excel
 Date: 11/25/24

DESCRIPTION

The second-year goal of the initiative is to evaluate both the undergraduate and graduate tuition and fees structure to strategically optimize our costs of delivery with our net price.

