

**Tuition Advisory Council**  
Thursday, February 8, 2024

**Council Members (✓ indicates the member was present)**

- ✓ Demetrius Davis-Boucher – Student
- ✓ Derek Keller – Faculty Member
- ✓ Erica Knotts – Faculty Member
- ✓ Josh Lovern – Director of Budget and Planning
- ✓ Elena Pereira – Student
- ✓ Matt Stillman – Administrator
- Rook Smith - Student
- ✓ Susan Walsh – (Chair) Provost and Vice President for Academic Affairs

**Guest Presenters**

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The meeting started at 12:00pm.

**DEFINING TERMS**

Lovern shared his screen and displayed a PowerPoint presentation on the Competitive Landscape and Enrollment Projections. He said there are a lot of terms used in finance and budgeting that may not be familiar to people who don't live in that world every day. He displayed several slides that defined the following terms:

- SCH (Student Credit Hours) – the basic unit of income for the university.
- FTE (Fulltime Equivalent, calculated per Academic Year) – 45 SCH for an undergraduate student, 36 SCH for a graduate student; not to be confused with a Full-time Employee, which might be listed as 1.0 FTE.
- Headcount – One physical person, individually counted and assessed a fee.
- AY (Academic Year) – Fall to Fall, starts in one calendar year and carries forward into the next; thus, AY20 was September 2020 – September 2021.
- FY (Fiscal Year) – July 1 to June 30 of the following year, uses the next year to denote the calendar; thus, FY2021 was July 1, 2020 – June 30, 2021
- Fees:
  - Mandatory Enrollment Fees (like the Building Fee or the Health Services Fee)
  - Matriculation Fee (a one-time assessment)
  - Others
- Rates:
  - Resident Tuition – graduates of Oregon High Schools
  - WUE (Western Undergraduate Exchange) – 150% of the resident rate
  - Others

## **Quick recap**

The team discussed data and projections related to attrition rates, high school graduation rates, and the impact of the recession on birth rates. They also focused on setting fees at their institution and the potential effects of migration on demographics. The meeting covered the history of fee rates and the impact of Covid-19 on student enrollment. The team also discussed the age demographics of their students and the impact of changing population dynamics on tuition and fee rates. Towards the end, they approved the minutes from their previous meeting and discussed a presentation on the current status of completed applications, admits, and confirms.

## **Summary**

### **Meeting Minutes Approved**

Keller motions to approve minutes, Knotts seconds the motion. Vote: 5Y/0N/0A – Minutes approved from previous meeting.

### **Data, Graduation Rates, and Team Updates**

The team discussed data and projections related to attrition rates and high school graduation rates. Lovern touched on the topic of migration and its potential impact on demographics, as well as the recession and its influence on birth rates. Lovern explained the unit of income for their institution, student credit hours, and the use of full-time equivalent per academic year for modeling purposes. He also mentioned the financial impact of full-time equivalency and the potential effects of migration on the US birth rate.

### **Fee Setting and Projections at Institution**

Lovern discussed the setting of fees at their institution, emphasizing the importance of headcount projections, not SC projections, in fee setting. He highlighted the difference between an academic year and a fiscal year. He further discussed the mandatory enrollment fees and matriculation fees, which are established by the board of trustees. Mentioned is the possibility of discussing course fees in future TAC conversations. Knotts initiated a discussion about the disparities between course fees and differential tuition, as well as the cost of online tuition versus in-person tuition. Lovern shared data showing a decrease in state funding and its impact on enrollment context. He noted the impact of Covid-19 on student enrollment, with a decrease in undergraduate students and an increase in graduate students. Lovern presented a model to forecast future trends and projections, emphasizing the need to support diverse populations and the challenges presented by attrition rates. The team discussed the issue of course fees, which are established through a delegation of authority from the board.

### **Student Age Demographics and Enrollment Trends**

The team discussed the age demographics of their students. Keller noted a range of ages in his small classes, including a student over 40. Knotts, who teaches for the Innovation and Leadership program, noted a significant increase in class size and a wide age range, from 74 to 17 years old. The team discussed the discrepancy between the growth in undergraduate enrollment and the decline in freshman enrollment, Lovern speculated that the increase could be due to students returning after Covid-19. Knotts raised a question about the effect of changes in high school graduation requirements in California and Washington on college continuation rates. Lovern discussed the impact of changing population dynamics on tuition and fee rates. He explained their ability to adjust these rates based on granular data and real-time changes to the models and projections. He also mentioned the use of different enrollment models, including those from the registrar's office and the office of Institutional Research, and the use of an aggregate model that combines triple exponential smoothing, a 2-period moving average, and linear models. Knotts raised a question about a significant increase in online students from fall to winter and speculated possible reasons such as housing issues.

Meeting ended 1:01pm.