

Louisiana Postsecondary Education Tuition and Fee Policy



Adopted by the Board of Regents
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Background and Context for Louisiana's Policy

Louisiana has never had a comprehensive statewide policy to guide the setting of tuition and fees at its postsecondary education institutions. With adoption of the state's current constitution in 1974, and the enactment of Act 313 of 1975, system management boards were charged with the authority and responsibility to set tuition and fee rates for postsecondary education institutions. The management boards did so unilaterally and independently until a constitutional amendment was adopted in 1995 which imposed a requirement of a two-thirds vote of the legislature to increase fees (which was determined to encompass both tuition and fees). This constitutional amendment followed years of state budget difficulties which caused many agencies, higher education institutions included, to impose and/or increase charges for services in order to offset state funding reductions and help finance their operations.

Louisiana, like many states in the south, has generally maintained a history and tradition of low tuition rates in an effort to provide affordable access to public postsecondary education. Unlike most states, Louisiana had, until recently, focused almost exclusively on providing access through four-year institutions, where tuition and fee rates are typically higher than those of two-year institutions. The creation of the Louisiana Community and Technical College System in 1998 and corresponding establishment of several new community colleges has provided a new array of institutions with considerably lower tuition rates.

With the establishment of the Louisiana Community and Technical College System, the adoption of the *Master Plan for Postsecondary Education, 2001*, and the requirements it imposes

on the state's four-year institutions, a comprehensive review and approach to tuition and fee policy is in order.

Act 1105 of 2003 recognized the need for such a policy and requires the Board of Regents to study and formulate a state tuition and fee policy applicable to each public postsecondary education institution and system in the state. In developing the policy, the Board is directed to take into consideration the cost of education provided by each type of institution, the proportion of such costs typically paid by students, the economic status of the state's citizens, the overall rates of increase in public postsecondary education costs and tuition, the existing status of tuition and fees in Louisiana relative to its peer states, and other pertinent factors.

Act 1105 further provides that "the tuition and fee policy shall establish a framework for the imposition of student tuition and fees by the respective postsecondary education management boards," but that prior to implementation of any increase in tuition or fees pursuant to such policy, "the authority for the postsecondary education management boards to increase tuition or fees consistent with the policy shall be approved by the legislature by law by the favorable vote of two-thirds of the elected members of both houses of the legislature." Such approval by the legislature shall constitute compliance with the requirements of Article VII, Section 2.1 of the Constitution. Finally, Act 1105 provides that the Board of Regents and each of the management boards report to the Joint Legislative Committee on the Budget by not later than February 1st of each year on the status of the implementation of the state tuition and fee policy.

Additionally, Louisiana is currently participating in a national research project funded by the Lumina Foundation for Education entitled "Changing Direction: Integrating Higher Education Financial Aid and Financing Policies." This project seeks to connect and align state

policy on higher education funding, tuition, and student financial assistance in order to better address the needs, goals, and objectives of the state for postsecondary education services.

While the tuition and fee component of the Changing Direction project is the subject of this particular policy proposal, it should be considered within the broader context of overall state policy in guiding the development the postsecondary education system and in reaching the state's goals and objectives.

A primary goal of the *Master Plan* is to increase opportunities for student access and success. Objectives in support of this goal focus on specific areas of identified need: (1) increasing participation in postsecondary education, particularly in under-represented groups of citizens, (2) insuring that students progress and graduate with meaningful credentials, and (3) preparing citizens for the challenges of today's workforce needs.

In order to accomplish these objectives, it is necessary to craft a set of coordinated state policies that:

- Provide adequate funding to the institutions -- the combination of state appropriations and tuition revenues must yield sufficient revenue for institutions to fulfill their differing missions.
- Result in tuition levels and programs of financial assistance that make the net cost of attendance at Louisiana colleges and universities affordable to the citizens of the state.
- Are sensitive to the fiscal realities/limitations of the state -- and ensure that the available state resources are utilized in the most effective way.
- Leverage federal financial aid programs to the greatest extent possible.
- Provide incentives for institutions to act in desirable ways.

Financing of Public Postsecondary Education

Public institutions of postsecondary education are supported primarily by two core

revenue sources: state appropriations and tuition and fees paid by students and families. Both revenue streams must be maintained at appropriate levels if institutions are to fulfill their assigned role, scope and mission. Total available revenue should be considered in relation to the role, scope and mission of each type of institution, the cost to operate each type of institution, the public and private benefits derived from institutional activities, and the financial status of students, particularly in terms of the type of institution they attend.

Data available from the Southern Regional Education Board (SREB) can be used to demonstrate the relationships between the types of institutions, costs of education, and the respective sharing of costs between the state and the student. Table 1 provides data from the SREB’s Data Exchange for FY2003-04 which can be used to develop profiles of funding for different types of postsecondary education institutions. The SREB data clearly indicate that the cost of education (both to the state and students) is a function of the type of institution. For example, total costs average \$4,348 per student for all technical colleges in the SREB, \$5,532 per student for all two-year institutions in the SREB, and \$10,214 for all four-year institutions in the SREB.

Table 1

Southern Regional Education Board States Cost of Education at Differing Levels of Institution Total Funding Per Full-Time Equivalent Student		
	Total \$ Per FTE	% of Four- Year Rate
Four-Year Institutions	\$ 10,214	100%
Two-Year Institutions	\$ 5,532	54%
Technical Colleges	\$ 4,348	43%

Similarly, as the breadth and depth of program offering increases, so does the cost. The data on funding for four-year institutions by SREB category indicate that as institutions offer a greater range of graduate programs and produce more graduate degrees, the average cost of education generally increases. Cost per student for four-year institutions, as reflected in Table 2, ranges from about \$8,300 per student for Category 6 four-year institutions (those with the fewest graduate programs and graduate degrees awarded) to over \$12,000 per student for Category 1 four-year institutions (those with the greatest number of graduate programs and graduate degrees awarded).

Table 2

Southern Regional Education Board States Cost of Education at Differing Levels of Four-Year Institutions Total Funding Per Full-Time Equivalent Student	
<u>SREB Four-Year Category</u>	<u>Total \$ Per FTE</u>
4YR-1	\$ 12,031
4YR-2	\$ 10,628
4YR-3	\$ 8,709
4YR-4	\$ 9,026
4YR-5	\$ 8,102
4YR-6	\$ 8,345

Note: Excludes "State Special Purpose" funding

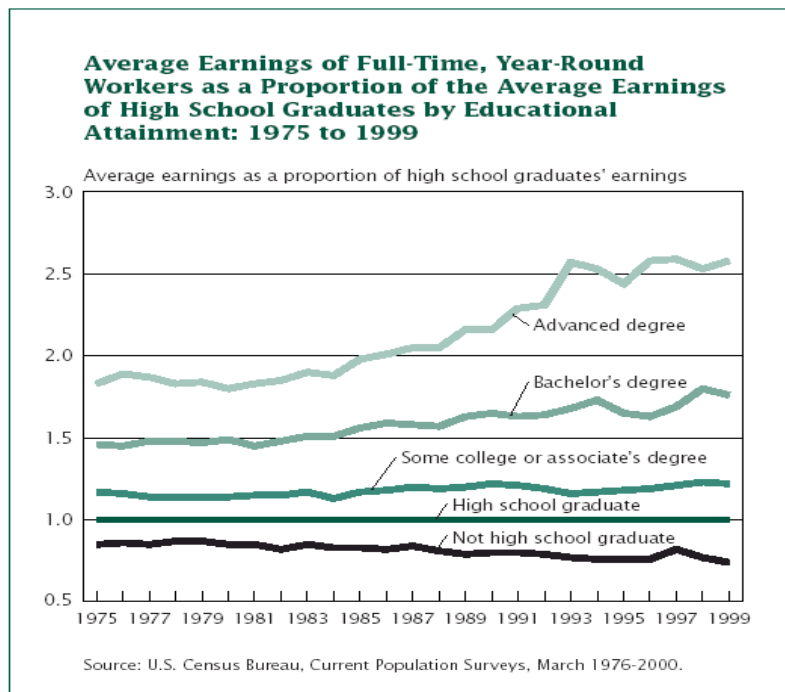
The SREB data presented in Table 3 indicate that the average proportional contribution by states to the total cost of education on a per student basis is greatest for technical colleges (78%), next largest for two-year institutions (67%), and decreases for four-year institutions to the point that they, on the average, receive only about 56% of total costs from the state. Conversely, a student's contribution to total costs typically decreases as the type of institution attended becomes less complex in terms of role, scope and mission.

Table 3

Southern Regional Education Board States			
Share of Cost for State and Student			
State vs. Student Funding Per Full-Time Equivalent Student			
	State Funds	Student Funds	Total Funds
Technical Colleges			
SREB Average	\$ 3,391	\$ 957	\$ 4,348
% of Total Funding	78%	22%	100%
Two-Year Institutions			
SREB Average *	\$ 3,683	\$ 1,849	\$ 5,532
% of Total Funding	67%	33%	100%
Four-Years Institutions			
SREB Average **	\$ 5,742	\$ 4,472	\$ 10,214
% of Total Funding	56%	44%	100%
* Includes \$769 of Local Support			
** Excludes State Special Purpose funding			

The relationship between types of institution and the sharing of cost indicated by the data are consistent with general perceptions of the sharing of benefits derived from the various levels of education. Having a larger proportion of a state's population with collegiate levels of education generates significant economic and social benefits and should therefore be subsidized by the state to a large extent. However, as individuals attain higher levels of education, a larger relative proportion of the benefits of such education also accrues to the individual. Figure 1 demonstrates that, on average, not only do individual salaries increase by degree level, but the gap between income levels associated with higher degrees is expanding. It is therefore reasonable that a larger proportion of cost incurred to attain higher levels of education be assigned to the individual who benefits from the educational attainment.

Figure 1



Financing of Louisiana Postsecondary Education

Table 4 presents summary data on how Louisiana’s current funding of postsecondary education by level of institution compares with average funding rates for the SREB. Louisiana’s funding for the various types of four-year institutions ranges from 67% to 94% of the SREB in state-provided funding on a per student basis and from 67% to 81% of the SREB average net tuition and fee funding. For Louisiana two-year institutions, state funding averages about 82% of SREB counterparts on a per student basis, and student funding through tuition and fees averages 114% of SREB. For technical colleges, Louisiana’s state funding is 137% of the SREB average and 81% of the SREB average for net tuition and fee revenue.

Table 4

Funding Per Full-Time-Equivalent Student Louisiana Compared to SREB			
	State Funds	Net Tuition & Fee Revenue	Total
Technical Colleges			
SREB Average	\$ 3,391	\$ 957	\$ 4,348
% of Total Funding	78%	22%	100%
Louisiana	\$ 4,646	\$ 778	\$ 5,424
% of Total Funding	86%	14%	100%
LA as % of SREB	137%	81%	125%
Two-Year Institutions			
SREB Average *	\$ 3,683	\$ 1,849	\$ 5,532
% of Total Funding	67%	33%	100%
Louisiana	\$ 3,032	\$ 2,111	\$ 5,143
% of Total Funding	59%	41%	100%
LA as % of SREB	82%	114%	93%
Four-Year Institutions			
SREB Average **	\$ 5,742	\$ 4,472	\$ 10,214
% of Total Funding	56%	44%	100%
Louisiana **	\$ 4,332	\$ 3,196	\$ 7,528
% of Total Funding	58%	42%	100%
LA as % of SREB	75%	71%	74%
* Includes \$769 of Local Support			
** Excludes State Special Purpose funding			

There are a number of factors which affect the average appropriation per student in SREB states and the values for Louisiana institutions. The values for Louisiana institutions, particularly the state funding amounts, do not fully reflect the condition of transition in which the state's postsecondary education system currently exists. Louisiana's four-year institutions are undergoing changes in traditional enrollment patterns as they adapt to admissions criteria (with anticipated reductions in first-time freshmen). There are also several relatively new community colleges which have yet to reach an operational level that allows for some realization of economies of scale. Funding rates per student for four-year institutions in Louisiana have the potential to increase as enrollments decline, while funding rates for two-year institutions will likely decline as enrollment at these institutions grow. As the entire system advances and matures, there is likely to be some degree of realignment of state resources as measured on a "per student" basis which should bring those measures more in line with SREB norms.

With respect to tuition and fee rates and revenues, there is a need for policy guidance to insure that these critical components of institutional finance and student contribution are appropriate for each type of institution and their expected student clientele. Tuition rates at technical and community colleges should reflect their "open admissions" and access mission, but must also address the expensive nature of technical programs and provide needed revenues for new and growing institutions. Tuition rates at four-year institutions should be appropriate to the cost of providing a broad array of baccalaureate degrees and appropriate graduate programs.

All tuition and fee rates must be maintained at levels which yield adequate revenue while affording students predictable and reasonable charges. Figures 2 and 3 provide some historical perspective on cumulative rates of increase for Louisiana four-year and two-year tuition and fee

rates and how they compare to SREB rates for the most recent 10 years. The data indicate that Louisiana's rate of increase in tuition and fees for both types of institutions has been significantly less than that of the SREB.

Figure 2

Comparison of Cumulative 4-Year SREB and Louisiana Tuition and Fee Increases

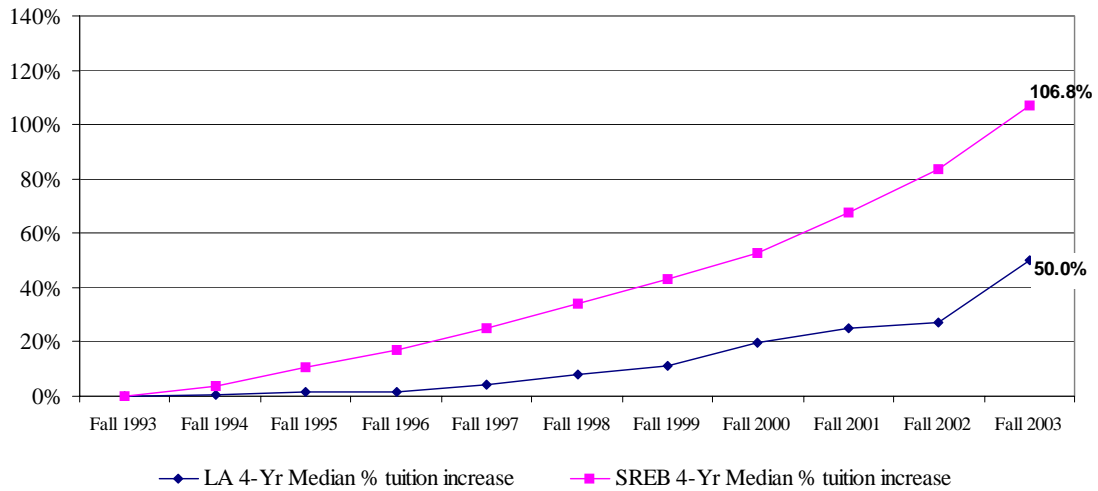
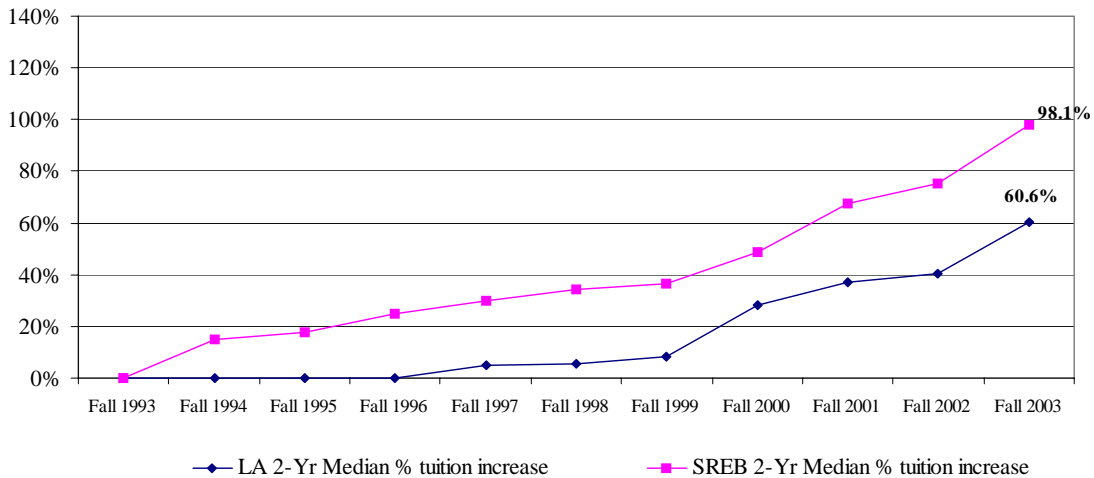


Figure 3

Comparison of Cumulative 2-Year SREB and Louisiana Tuition and Fee Increases



Louisiana has been making significant strides in raising the state funding level of its postsecondary education system over the past several years. According to the *Grapevine* report, an annual compilation of data on state tax appropriations for the general operation of higher education, Louisiana ranked fourth in the nation in increased state appropriations for the period FY1999-00 to FY2004-05. However, financial demands in other areas of state governmental services, particularly health care, will likely limit such future continued growth. Meanwhile, cost demands related to enrollment growth, competitive levels of faculty pay and fringe benefits in the form of health insurance and retirement contributions, investments in technology and other factors will not abate.

Costs for postsecondary education institutions typically increase greater than inflation due to the nature of the resources for which funds are used. Institutions must meet the demands of faculty and support personnel who are often mobile and command greater salaries than other categories of employees. Additionally, institutions are faced with maintaining state-of-the-art equipment and keeping pace with new technology.

These factors require that financial resources supporting institutional operations maintain their purchasing power, while at the same time allowing institutions to improve and expand on the services they are called upon to provide. Tuition and fees must therefore be allowed to increase in a reasonable and timely manner.

The TOPS/Tuition Dilemma

Louisiana's state-funded financial aid effort focuses almost exclusively on the Tuition Opportunity Program for Students (TOPS), a merit-based financial aid program. An assessment

of the TOPS program (see Board of Regents Report to the House Education Committee, November 16, 2004) indicates that it is “meeting the generally accepted purposes for which it was developed.” However, because each one percent increase in tuition currently results in an estimated \$1 million additional cost to the TOPS program, it has also created a dilemma. The direct linkage between TOPS and tuition results in strong legislative pressure to keep tuition low, denying colleges and universities tuition revenue which is becoming increasingly important to provide quality educational services. This linkage has also led to the proliferation of “fees” not covered by TOPS, but used for general operational expenses.

Lack of Need-Based Aid

Louisiana is generous in providing grant aid to college students, ranking 5th among all states in grant dollars per population in 2002-2003, according to the National Association of State Student Grant and Aid Programs (NASSGAP) annual survey. But as previously indicated, while some TOPS recipients are from low-income families, the state’s effort is focused almost exclusively on merit-based aid. In fact, Louisiana’s grant aid to students based on financial need represents less than 1% of its total grant aid investment, and its assistance to low income families ranks 44th among the 50 states again according to the NASSGAP survey.

The State Higher Education Finance Report (2003), as indicated in Figure 4, further demonstrates Louisiana’s low ranking in need-based financial aid. In total grant aid per full-time equivalent student as a percent of the U.S. average, Louisiana awards nearly 163% of the U.S. average. However, when broken down between need-based and merit-based aid, Louisiana invests just 2.2% of the national average on need-based aid and 595% of the national average on

merit-based aid.

Figure 4

Total Grant Aid Awarded by States in Millions of \$, FY 2002-03

State	Total State		Need-Based		Non-Need	
	Grant Aid per FTE	% of U.S. Average	State Grant Aid per FTE	% of U.S. Average	State Grant Aid per FTE	% of U.S. Average
Alabama	62	13.6%	9	2.6%	53	43.5%
Alaska	--		--		--	
Arizona	10	2.2%	10	3.0%	--	
Arkansas	272	59.8%	201	60.5%	71	57.8%
California	320	70.4%	320	96.5%	--	
Colorado	379	83.3%	217	65.4%	162	131.7%
Connecticut	287	63.0%	284	85.6%	3	2.2%
Delaware	355	78.0%	59	17.7%	296	240.5%
Florida	484	106.4%	146	44.1%	337	274.2%
Georgia	1,254	275.8%	5	1.4%	1,250	1,015.3%
Hawaii	33	7.1%	33	9.8%	--	
Idaho	87	19.1%	16	4.9%	71	57.5%
Illinois	666	146.5%	613	184.8%	54	43.5%
Indiana	795	174.8%	754	227.2%	41	33.5%
Iowa	317	69.8%	301	90.7%	16	13.4%
Kansas	92	20.3%	91	27.5%	1	0.7%
Kentucky	650	142.9%	298	89.9%	352	285.9%
Louisiana	740	162.7%	7	2.2%	732	595.1%
Maine	275	60.4%	267	80.4%	8	6.6%
Maryland	256	56.3%	221	66.6%	35	28.4%
Massachusetts	252	55.3%	249	75.0%	3	2.4%
Michigan	491	108.0%	237	71.5%	254	206.4%
Minnesota	546	120.0%	546	164.5%	--	
Mississippi	163	35.9%	11	3.2%	153	124.0%
Missouri	235	51.8%	120	36.3%	115	93.4%
Montana	73	16.1%	73	22.0%	--	
Nebraska	71	15.6%	71	21.3%	--	
Nevada	512	112.5%	178	53.6%	334	271.2%
New Hampshire	70	15.4%	70	21.1%	0	0.1%
New Jersey	774	170.1%	684	206.2%	90	73.0%
New Mexico	500	110.0%	160	48.1%	341	276.9%
New York	833	183.3%	811	244.5%	22	18.3%
North Carolina	420	92.3%	246	74.0%	174	141.4%
North Dakota	46	10.2%	35	10.6%	11	9.0%
Ohio	440	96.9%	277	83.5%	164	132.9%
Oklahoma	214	47.1%	150	45.2%	64	52.4%
Oregon	117	25.7%	115	34.6%	2	1.6%
Pennsylvania	629	138.4%	629	189.6%	0	0.2%
Rhode Island	106	23.3%	98	29.7%	7	6.0%
South Carolina	1,261	277.3%	427	128.7%	834	677.9%
South Dakota	--		--		--	
Tennessee	246	54.0%	243	73.2%	3	2.2%
Texas	400	88.0%	395	119.1%	5	4.0%
Utah	41	9.0%	32	9.6%	9	7.2%
Vermont	556	122.2%	550	165.7%	6	4.9%
Virginia	402	88.4%	232	69.9%	170	138.0%
Washington	470	103.4%	463	139.5%	7	6.0%
West Virginia	468	102.9%	235	70.9%	233	189.3%
Wisconsin	312	68.6%	287	86.6%	26	20.9%
Wyoming	7	1.5%	7	2.1%	--	
U.S.	\$455	100%	\$332	100%	\$123	100%

This one-sided grant aid strategy led to Louisiana’s grade of “F” in affordability on the 2004 National Report Card on Higher Education produced by the National Center for Public Policy and Higher Education. The report noted that the “net college costs for low- and middle-income students to attend public four-year colleges represent about a third of their annual family incomes. This population earns an average of \$15,600 annually (Net college costs equal tuition, room and board minus financial aid.)”

Figure 5
Measuring Up 2004 - Affordability in Louisiana

A CLOSER LOOK AT FAMILY ABILITY TO PAY	Average family income	Community colleges		Public 4-year colleges/universities		Private 4-year colleges/universities	
		Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost
Income groups used to calculate 2004 family ability to pay							
20% of the population with the lowest income	\$9,180	\$4,021	44%	\$4,924	54%	\$21,175	231%
20% of the population with lower-middle income	\$22,044	\$4,657	21%	\$5,601	25%	\$21,079	96%
20% of the population with middle income	\$37,300	\$5,041	14%	\$6,199	17%	\$20,480	55%
20% of the population with upper-middle income	\$60,050	\$5,149	9%	\$6,565	11%	\$20,249	34%
20% of the population with the highest income	\$101,200	\$5,197	5%	\$6,557	6%	\$21,599	21%
40% of the population with the lowest income	\$15,612	\$4,339	28%	\$5,262	34%	\$21,127	135%

*Net college cost equals tuition, room, and board, minus financial aid.

Louisiana’s per capita income is currently only about 83% of that of the US and 90% of the per capita income of SREB states. Further, Louisiana’s distribution of income is such that Louisiana’s two lowest quintiles of income are considerably lower than that of the SREB. Table 5 presents Louisiana income compared to that of the SREB and the US by quintile. Research

indicates that need-based grants have a substantial, positive influence on the enrollment rates of low-income students. As stewards of the public trust and investment, state colleges and universities are obligated to effectively respond to public needs. Policy direction which coordinates need-based grants with a tuition policy is an appropriate response to public need and an effective use of public investment.

Table 5

Median Family Income					
By Quintiles					
1999-2001 *					
	Low	2nd	3rd	4th	High
US Average	\$ 11,400	\$ 26,010	\$ 43,000	\$ 65,248	\$ 110,400
SREB Median	\$ 10,943	\$ 24,257	\$ 39,001	\$ 60,000	\$ 101,076
Percent of US Avg.	96.0%	93.3%	90.7%	92.0%	91.6%
Louisiana	\$ 7,950	\$ 21,000	\$ 35,000	\$ 55,734	\$ 94,479
Percent of US Avg	69.7%	80.7%	81.4%	85.4%	85.6%
Percent of SREB Median	72.6%	86.6%	89.7%	92.9%	93.5%

* Three year averages are used to make the data more reliable

Source: SREB Data Library/National Center for Public Policy and Higher Education and based on US Dept. of Commerce Bureau of the Census Current Population Surveys

Louisiana’s Approach to Setting Tuition and Fees

The extent to which Louisiana currently restricts the ability of college and university system management boards and their institutions to set tuition and fee rates is rare. According to the report, “State Tuition, Fees and Financial Assistance Policies, 2002-03,” prepared by the State Higher Education Executive Officers Association, Louisiana was one of only four states in

which the *primary* authority for establishing tuition rested with the legislature. Since that report, tuition reform in at least two of those four states has resulted in a portion of tuition setting authority being transferred to boards and/or institutions. Louisiana is the only state in which a two-thirds approval of the legislature must be obtained to increase tuition or fees.

Just as there have been significant changes over the past several years in Louisiana's the postsecondary education system and its component parts, this policy proposes to establish a more typical and reasonable approach to setting tuition and fee rates.

State Tuition and Fee Policy Principles

A state tuition and fee policy should be guided by the identification of certain principles upon which it is based and which recognizes the conditions and context within which postsecondary education operates and functions. Additionally, the policy should consider the economic and fiscal realities of the state and its citizens, while addressing the financial needs of the institutions which depend in part upon revenues generated by the beneficiaries of the educational services.

The tuition and fee policy should:

- Maintain affordable resident undergraduate tuition and fee rates.
- Afford students at the undergraduate level an opportunity to pursue individual academic interests at the same tuition rate irrespective of differing program costs.
- Recognize the differences in public versus private benefit between undergraduate and graduate education.
- Provide the financial resources needed by all students to attend institutions for which they qualify.
- Work in conjunction with state appropriations to insure adequate levels of total financial resources for each institution to fulfill its role, scope and mission.

- Allow systems flexibility in setting charges for their member institutions within specified parameters and assure that Louisiana institutions with similar missions and programs have similar tuition and fee rates for Louisiana residents.
- Allow reasonable differences in undergraduate rates between institutions in different institutional classifications.
- Provide for predictable tuition and fee charges for students, their families, and the state so that planning for the costs of postsecondary education can be facilitated.
- Increase awareness of the availability of financial assistance in a timely fashion.

Performance Improvement Plans

Since student tuition income is a primary source of institutional revenue, linking increased tuition income to improving the performance of students is an appropriate expectation of a progressive tuition policy.

System management boards should coordinate the development of multi-year individual institutional improvement plans that contain measurable improvement benchmarks consistent with Louisiana's *Master Plan for Public Postsecondary Education* and the role, scope and mission of each institution.

An institution's annual authorization from its board to increase tuition consistent with this policy is made contingent on that institution meeting or exceeding its performance improvement benchmarks.

Benchmark Data

The Southern Regional Education Board, an unparalleled source of data for postsecondary education financial analysis, has been used historically and extensively by the Board of Regents for formula funding and other purposes. SREB data is, for example, currently

referenced in Louisiana law as a source of data for setting nonresident tuition rates. In addition to being composed of states in the same geographical region, the SREB encompasses several states with a history and tradition similar to Louisiana for maintaining relatively low tuition and fee rates. Likewise, although there is a fairly broad range of states comprising the SREB, those states collectively reflect a similar approach to the balance between state funding responsibility and the financial contribution expected of students and their families. In looking to establish broad parameters within which Louisiana tuition and fee rates should be structured, it is therefore reasonable and appropriate to use SREB tuition and fee data as primary benchmarks in the establishment of this policy.

An exception to the use of the SREB for benchmark data will be Louisiana State University at Baton Rouge, the state's flagship institution. This policy will instead utilize data from the Washington Higher Education Coordinating Board's annual State Tuition and Fee Report, which collects tuition data on public state flagship institutions.

Structuring Tuition and Fee Rate Parameters

Comprehensive SREB tuition and fee rate data for the current year are not available for the current year, much less the ensuing academic year for which tuition and fee rates must be established. It is thus necessary to employ a method that provides a reasonable and effective means for setting rates in a timely manner. Since both historical SREB and national flagship data are available in a consistent format and structure for many years, it is possible to establish long-term trends for tuition and fee rates.

A ten-year history of SREB tuition and fee rates for each category of institution has been compiled and serves as the basis upon which estimates of SREB prospective rates (limits) have

been determined. Using such a long-term trend analysis serves to smooth the year-to-year fluctuations of actual rates and provide a stable and consistent means of prescribing rates for use in this policy over time. Likewise, a ten-year trend analysis is available for national flagship tuition and fee rates. The actual historical trends for these tuition and fee rates, and their presently projected rates, are illustrated in Appendix A.

Tuition and Fee Policy Elements

General Provisions

This tuition and fee policy provides that:

- Tuition and fees will be set by system management boards in accordance with the parameters of this policy, effective January 1, 2006.
- Tuition and fee rates shall be limited to projections of SREB and flagship peer rates by category of institution and phased-in over a minimum of six years.
- Annually, projections of SREB and flagship peer rates will be adjusted to reflect the most recent ten-year trend of such rates.
- System management boards are authorized to establish tuition and fee amounts proportional to the rates allowed by this policy for part-time students and for students enrolled in summer and inter-session terms.
- System management boards shall establish a structured and scheduled process for setting tuition and fees that allows for adequate notice to, and input from, students.

This policy is predicated on the assumption that the state will provide adequate support to all institutions as appropriate for costs which are unavoidable such as group insurance, retirement contributions, risk management, and classified staff salary increases.

Louisiana Technical College Rates

Tuition and fee rates for the Louisiana Technical College (LTC) have historically been

maintained at very low levels. Although low tuition and fee rates allow for affordable access, they become disadvantages when they jeopardize the ability of the campuses to provide the range and quality of education services needed by students. Additionally, federal funds available to low income students to cover the costs of their education are not being maximized.

Data from SREB for all aspects of technical colleges continue to improve, but remain limited due simply to the fewer number of states reporting on technical college operations. However, available SREB data on technical colleges indicates that LTC tuition and fee rates were the lowest in the SREB and only 61% of the SREB median.

This tuition and fee policy provides that:

- Resident LTC tuition and fee rates are limited to no more than 93% of the projected SREB median rate for technical colleges.
- Increasing the resident LTC tuition and fee rates up to the level of 93% of the projected SREB median rate must be phased-in over a minimum of six years (illustrated in Appendix B).

Two-Year Institution Rates

Louisiana's two-year institutions consist of a wide range of schools in terms of size, maturity, and program offerings. Several are experiencing rapid enrollment growth, but have yet to reach a size which allows for meaningful economies of scale. While tuition revenue is a critical component of their financial base as they struggle to accommodate their rapid enrollment growth, two-year institutions and their management boards must be sensitive to the access role that these institutions fulfill.

In general, Louisiana's two-year institutions have tuition and fee rates which are

considerably closer to SREB medians than those of the four-year institutions. Using projected SREB median rates as limits for tuition and fee rates results in very modest increases for Louisiana's two-year institutions.

This tuition and fee policy provides that:

- Resident tuition and fee rates for two-year institutions, inclusive of community-technical colleges, are limited to no more than the projected SREB median rate for two-year institutions.
- Increasing the resident two-year institution tuition and fee rates up to the level of the projected SREB median rate must be phased-in over a minimum of six years (illustrated in Appendix B).

Four-Year Resident Undergraduate Rates

Basic “resident undergraduate” mandatory tuition and fee rates at four-year institutions are key in establishing a tuition and fee policy. They apply to and impact the largest number of postsecondary students, are critical to maintaining access, and provide a significant amount of self-generated revenue in support of the institutions. This revenue is particularly important as four-year institutions adjust to new enrollment patterns as a result of admissions criteria.

This tuition and fee policy provides that:

- Resident undergraduate tuition and fee rates for four-year institutions are limited to no more than 93% of the projected SREB median rate by category of each four-year institution.
- Increasing the resident undergraduates four-year institution tuition and fee rates up to the level of 93% of the projected SREB median rate must be phased-in over a minimum of six years (illustrated in Appendix B).

National Flagship Rates

Louisiana State University at Baton Rouge is designated as Louisiana's premier research university. As such, it has the responsibility to fashion itself as a nationally competitive research institution in an array of indicators that includes the profile of its student body. Nationally competitive research institutions are the most expensive to operate, have proportionately significant graduate student enrollments, generally have the largest expected student contribution to cost of education, and typically have the most affluent student body of public institutions in a state. Given LSU's mission to compete with peers not only within the SREB but nationally, its system management board is authorized to establish tuition and fee rates that take cognizance that mission.

This tuition and fee policy provides that:

- Resident undergraduate tuition and fee rates for LSU at Baton Rouge are limited to 93% of the average rate for national flagship universities as reflected in the Washington State Tuition and Fee Report issued annually by the Washington Higher Education Coordinating Board.
- Increasing the resident tuition and fee rates up to the level of 93% of the projected national flagship rate for LSU at Baton Rouge must be phased-in over a period of six years (illustrated in Appendix B).

Graduate and Professional Rates

The costs, sources of funds, and educational purposes of graduate and professional education significantly differ from those of undergraduate education. Distinct tuition and fee rates should be established for these programs. While tuition and fee rates should reflect the individual benefits derived from these types of educational investments, institutions should insure that access to these programs is available regardless of the financial status of qualified students.

Graduate program tuition and fees should be higher than undergraduate tuition and fee rates, should reflect program cost and market demand, but must not exceed 120% of an institution's resident undergraduate tuition and fee rate.

Tuition and fees for professional schools and programs should be set within explicit parameters as determined by an appropriate peer analysis conducted by the institution, its system management board, and approved by the Board of Regents. Such peers will be selected from SREB peers and/or a set of national peers as deemed appropriate by the system management boards and approved by the Board of Regents.

Fees

Colleges and universities rely on student fees to finance a number of activities, services and facilities. Examples of fees include (1) "general fees" such as those for student activities, health services, athletics and technology, (2) "capital fees" are those related to the provision of facilities, often through the issuance of debt, and expire when the debt is retired, (3) "special fees" are applicable only to students engaged in particular activities or courses of study and are not used to provide general academic revenues, and (4) "miscellaneous service charges" are assessed for such items as transcripts, diplomas, caps and gowns, special examinations, late registrations, and student applications.

A special characteristic of many such fees is that they must be approved by a student referendum whereby students themselves decide whether they accept the fee and its proposed use. Such "self-assessed fees" are generally within the areas covered by general fees and capital fees and provide a mechanism for students to determine what services and facilities are needed for quality of student life.

System management boards are authorized to approve student self-assessed fees for their constituent campuses as long as the combination of mandatory tuition and fees, inclusive of any self-assessed fees, do not exceed an institution's peer median or average tuition and fee rates, as applicable. For two-year institutions, an allowance of 7% above the SREB peer median will be available for student self-assessed fees.

Nonresident Rates

Setting nonresident tuition and fee rates involves multiple factors and considerations. Foremost is the protection of a state's investment in higher education for its' citizens. Institutions should also capitalize on the educational and financial benefits of attracting nonresident students to Louisiana. There is a market on a regional, national and international basis for students who seek educational opportunities in states other than those of their residence. These students bring with them resources that pay for tuition, purchase goods and services in Louisiana's communities, and contribute to the academic diversity and vitality of their campus. There is evidence that they often establish permanent residence in the state in which they have completed their postsecondary education experience. Louisiana, with its recent out-migration of college educated citizens, should be sensitive to this opportunity and make reasonable efforts to attract nonresident students of appropriate academic preparation and quality.

This policy requires that out-of-state undergraduate tuition rates be set at a minimum of 200% of the in-state undergraduate tuition rate and provides that out-of-state graduate and professional school tuition rates be set at a level consistent with similar SREB peer rates.

Tuition Discounts and Waivers

Charging lower tuition rates to graduate students serving as graduate or research

assistants, as well as certain nonresident undergraduates recruited for their special talents, including academic, performing arts and athletic abilities, has long been a common practice at universities across the nation.

In order to improve Louisiana's competitiveness in recruiting qualified and desirable undergraduate and graduate students from both in-state and out-of-state, system management boards are authorized to adopt tuition discounting and waiver policies consistent with the desired student body profile of its campuses and the *Master Plan for Postsecondary Education*. These policies should be judicious in order to maximize results and minimize loss of income.

Financial Aid Allocations

As tuition and fee charges increase to contribute to the financial viability of postsecondary education institutions, access must be insured for the most economically needy students for whom those charges could become a serious deterrent to access or the expectations of access. Tuition increases fall disproportionately on the lowest income students especially if student aid funding is not increased to provide a safety net for these students.

This policy requires an allocation of funds from within the operating budget of an institution of an amount equal to five percent (5%) of additional net revenues resulting from this policy into a need based financial assistance fund at each postsecondary education institution. Policies regarding the allocation and use of the financial assistance fund shall be approved by the management boards and considered by the Board of Regents during its annual institutional budget review.

Appendix A

SREB and National Flagship Tuition and Fee Rates

Ten Year Historical Trend Data

Six Year Projections

Tuition Trends and Projections

Actual

Peer Tuition Groups	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
National Flagship	3,187	3,360	3,517	3,689	3,809	4,003	4,259	4,692	5,218	5,724
% inc	12.3%	5.4%	4.7%	4.9%	3.2%	5.1%	6.4%	10.2%	11.2%	9.7%
	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
SREB 4 Yr 2	2,367	2,463	2,570	2,616	2,942	3,107	3,219	3,581	3,840	4,126
% inc	6.4%	4.1%	4.3%	1.8%	12.5%	5.6%	3.6%	11.2%	7.2%	7.4%
SREB 4 Yr 3	1,774	1,917	2,012	2,184	2,348	2,468	2,646	2,845	3,152	3,618
% inc	5.8%	8.1%	5.0%	8.5%	7.5%	5.1%	7.2%	7.5%	10.8%	14.8%
SREB 4 Yr 4	1,846	1,932	2,054	2,195	2,333	2,503	2,682	3,032	3,294	3,598
% inc	4.2%	4.7%	6.3%	6.9%	6.3%	7.3%	7.2%	13.0%	8.6%	9.2%
SREB 4 Yr 5	1,800	1,900	2,011	2,100	2,154	2,252	2,448	2,524	2,769	3,355
% inc	5.7%	5.6%	5.8%	4.4%	2.6%	4.5%	8.7%	3.1%	9.7%	21.2%
SREB 4 Yr 6	1,837	1,925	1,963	2,184	2,222	2,430	2,494	2,556	2,884	3,234
% inc	3.7%	4.8%	2.0%	11.3%	1.7%	9.4%	2.6%	2.5%	12.8%	12.1%
SREB 2-Yr	976	1,000	1,060	1,100	1,140	1,159	1,260	1,420	1,488	1,680
% inc	15.1%	2.5%	6.0%	3.8%	3.6%	1.7%	8.7%	12.7%	4.8%	12.9%
SREB 2-Yr Tech	420	786	448	858	894	877	960	1,038	1,083	1,110
% inc	-27.1%	87.1%	-43.0%	91.5%	4.2%	-1.9%	9.5%	8.1%	4.3%	2.5%
		3,187	3,360	3,517	3,689	3,809	4,003	4,259	4,692	5,218

Tuition Trends and Projections

Projected

Peer Tuition Groups	Based on 10-year trend		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011		
National Flagship	2,632	Slope	264	5,988	6,252	6,516	6,780	7,044	7,308	7,572	
% inc		Intercept	2,692	4.6%	4.4%	4.2%	4.1%	3.9%	3.7%	3.6%	
			Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
SREB 4 Yr 2	2,079	Slope	197	4,323	4,520	4,717	4,914	5,111	5,308	5,505	5,702
% inc		Intercept	2,000	4.8%	4.6%	4.4%	4.2%	4.0%	3.9%	3.7%	3.6%
SREB 4 Yr 3	1,547	Slope	187	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
% inc		Intercept	1,466	5.2%	4.9%	4.7%	4.5%	4.3%	4.1%	3.9%	3.8%
SREB 4 Yr 4	1,670	Slope	193	3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
% inc		Intercept	1,486	5.4%	5.1%	4.8%	4.6%	4.4%	4.2%	4.1%	3.9%
SREB 4 Yr 5	1,608	Slope	144	3,499	3,643	3,787	3,931	4,075	4,219	4,363	4,507
% inc		Intercept	1,538	4.3%	4.1%	4.0%	3.8%	3.7%	3.5%	3.4%	3.3%
SREB 4 Yr 6	1,646	Slope	142	3,376	3,518	3,660	3,802	3,944	4,086	4,228	4,370
% inc		Intercept	1,593	4.4%	4.2%	4.0%	3.9%	3.7%	3.6%	3.5%	3.4%
SREB 2-Yr	900	Slope	73	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
% inc		Intercept	827	4.3%	4.2%	4.0%	3.8%	3.7%	3.6%	3.4%	3.3%
SREB 2-Yr Tech	554	Slope	70	1,180	1,250	1,320	1,390	1,460	1,530	1,600	1,670
% inc		Intercept	463	6.3%	5.9%	5.6%	5.3%	5.0%	4.8%	4.6%	4.4%

Appendix B

Schedules of Maximum Tuition Authority

Technical College

Two-Year Institutions

Four-Year Institutions

Flagship Institution

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Two-Year Technical Institutions

Projections

LTC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Tech Inst. Median	1,180	1,250	1,320	1,390	1,460	1,530	1,600	1,670
93%	1,097	1,163	1,228	1,293	1,358	1,423	1,488	1,553
Distance (fr Fall 2005)								598
Increase (6 yr phase in)			100	100	100	100	100	100
LTC (6 yr phase in)	927	955	1,055	1,154	1,254	1,354	1,453	1,553

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Two-Year Institutions

Projections

Delgado	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								365
Increase (6 yr phase in)			61	61	61	61	61	61
Delgado (6 yr phase in)	1,844	1,899	1,960	2,021	2,082	2,142	2,203	2,264

Projections

BRCC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								589
Increase (6 yr phase in)			98	98	98	98	98	98
BRCC (6 yr phase in)	1,626	1,675	1,773	1,871	1,969	2,068	2,166	2,264

Projections

BPCC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								532
Increase (6 yr phase in)			89	89	89	89	89	89
BPCC (6 yr phase in)	1,682	1,732	1,821	1,910	1,998	2,087	2,175	2,264

Projections

LSU at Eunice	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								216
Increase (6 yr phase in)			36	36	36	36	36	36
LSU at Eunice (6 yr phase in)	1,988	2,048	2,084	2,120	2,156	2,192	2,228	2,264

Projections

LDCC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								332
Increase (6 yr phase in)			55	55	55	55	55	55
LDCC (6 yr phase in)	1,876	1,932	1,988	2,043	2,098	2,153	2,209	2,264

Projections

Nunez	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								494
Increase (6 yr phase in)			82	82	82	82	82	82
Nunez (6 yr phase in)	1,718	1,770	1,852	1,934	2,017	2,099	2,182	2,264

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Two-Year Institutions (cont.)

Projections

RPCC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								381
Increase (6 yr phase in)			64	64	64	64	64	64
RPCC (6 yr phase in)	1,828	1,883	1,946	2,010	2,073	2,137	2,200	2,264

Projections

SLCC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								400
Increase (6 yr phase in)			67	67	67	67	67	67
SLCC (6 yr phase in)	1,810	1,864	1,931	1,998	2,064	2,131	2,197	2,264

Projections

Southern - Shreveport	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								10
Increase (6 yr phase in)			2	2	2	2	2	2
Southern - Shreveport (6 yr phase in)	2,188	2,254	2,255	2,257	2,259	2,261	2,262	2,264

Projections

Fletcher Tech CC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								1,269
Increase (6 yr phase in)			212	212	212	212	212	212
Fletcher Tech CC (6 yr phase in)	966	995	1,206	1,418	1,629	1,841	2,052	2,264

Projections

Sowela Tech CC	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 2-Yr Median	1,753	1,826	1,899	1,972	2,045	2,118	2,191	2,264
93%	1,630	1,698	1,766	1,834	1,902	1,970	2,038	2,106
Distance (fr Fall 2005)								1,279
Increase (6 yr phase in)			213	213	213	213	213	213
Sowela Tech CC (6 yr phase in)	956	985	1,198	1,411	1,624	1,838	2,051	2,264

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Four-Year 6 Institutions

Projections

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
LSU at Alexandria								
Proj. SREB 4 Yr 6 Median	3,376	3,518	3,660	3,802	3,944	4,086	4,228	4,370
93%	3,140	3,272	3,404	3,536	3,668	3,800	3,932	4,064
Distance (fr Fall 2005)								1,052
Increase (6 yr phase in)			175	175	175	175	175	175
LSU at Alexandria (6 yr phase in)	2,925	3,012	3,188	3,363	3,538	3,713	3,889	4,064

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Four-Year 5 Institutions

Projections

LSU in Shreveport	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 5 Median	3,499	3,643	3,787	3,931	4,075	4,219	4,363	4,507
93%	3,254	3,388	3,522	3,656	3,790	3,924	4,058	4,192
Distance (fr Fall 2005)								1,009
Increase (6 yr phase in)			168	168	168	168	168	168
LSU in Shreveport (6 yr phase in)	3,090	3,183	3,351	3,519	3,687	3,855	4,023	4,192

Projections

Nicholls	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 5 Median	3,499	3,643	3,787	3,931	4,075	4,219	4,363	4,507
93%	3,254	3,388	3,522	3,656	3,790	3,924	4,058	4,192
Distance (fr Fall 2005)								854
Increase (6 yr phase in)			142	142	142	142	142	142
Nicholls (6 yr phase in)	3,240	3,337	3,480	3,622	3,764	3,907	4,049	4,192

Projections

Southern at NO	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 5 Median	3,499	3,643	3,787	3,931	4,075	4,219	4,363	4,507
93%	3,254	3,388	3,522	3,656	3,790	3,924	4,058	4,192
Distance (fr Fall 2005)								1,233
Increase (6 yr phase in)			206	206	206	206	206	206
Southern at NO (6 yr phase in)	2,872	2,958	3,164	3,369	3,575	3,780	3,986	4,192

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Four-Year 4 Institutions

Projections

Grambling	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median	3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
93%	3,526	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)								1,270
Increase (6 yr phase in)			212	212	212	212	212	212
Grambling (6 yr phase in)	3,410	3,512	3,724	3,936	4,147	4,359	4,570	4,782

Projections

McNeese	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median	3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
93%	3,526	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)								1,623
Increase (6 yr phase in)			271	271	271	271	271	271
McNeese (6 yr phase in)	3,067	3,159	3,430	3,700	3,971	4,241	4,512	4,782

Projections

Northwestern	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median	3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
93%	3,526	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)								1,444
Increase (6 yr phase in)			241	241	241	241	241	241
Northwestern (6 yr phase in)	3,241	3,338	3,579	3,820	4,060	4,301	4,541	4,782

Projections

Southeastern	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 4 Median	3,791	3,984	4,177	4,370	4,563	4,756	4,949	5,142
93%	3,526	3,705	3,885	4,064	4,244	4,423	4,603	4,782
Distance (fr Fall 2005)								1,690
Increase (6 yr phase in)			282	282	282	282	282	282
Southeastern (6 yr phase in)	3,002	3,092	3,374	3,655	3,937	4,219	4,500	4,782

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Four-Year 3 Institutions

Projections

Louisiana Tech	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 3 Median	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
93%	3,539	3,713	3,886	4,060	4,234	4,408	4,582	4,756
Distance (fr Fall 2005)								878
Increase (6 yr phase in)			146	146	146	146	146	146
Louisiana Tech (6 yr phase in)	3,765	3,878	4,024	4,171	4,317	4,463	4,610	4,756

Projections

Southern A&M	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 3 Median	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
93%	3,539	3,713	3,886	4,060	4,234	4,408	4,582	4,756
Distance (fr Fall 2005)								1,213
Increase (6 yr phase in)			202	202	202	202	202	202
Southern A&M (6 yr phase in)	3,440	3,543	3,745	3,947	4,150	4,352	4,554	4,756

Projections

U of La Monroe	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 3 Median	3,805	3,992	4,179	4,366	4,553	4,740	4,927	5,114
93%	3,539	3,713	3,886	4,060	4,234	4,408	4,582	4,756
Distance (fr Fall 2005)								1,464
Increase (6 yr phase in)			244	244	244	244	244	244
U of La Monroe (6 yr phase in)	3,196	3,292	3,536	3,780	4,024	4,268	4,512	4,756

Maximum Tuition Authority Based on Projected Peer Tuition Levels

Four-Year 2 Institutions

Projections

U of La Lafayette	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 2 Median	4,323	4,520	4,717	4,914	5,111	5,308	5,505	5,702
93%	4,020	4,204	4,387	4,570	4,753	4,936	5,120	5,303
Distance (fr Fall 2005)								1,990
Increase (6 yr phase in)			332	332	332	332	332	332
U of La Lafayette (6 yr phase in)	3,216	3,312	3,644	3,976	4,308	4,639	4,971	5,303

Projections

UNO	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. SREB 4 Yr 2 Median	4,323	4,520	4,717	4,914	5,111	5,308	5,505	5,702
93%	4,020	4,204	4,387	4,570	4,753	4,936	5,120	5,303
Distance (fr Fall 2005)								1,490
Increase (6 yr phase in)			248	248	248	248	248	248
UNO (6 yr phase in)	3,702	3,813	4,061	4,310	4,558	4,806	5,055	5,303

Maximum Tuition Authority Based on Projected Peer Tuition Levels

National Flagship

Projections

LSU A&M	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Proj. National Flagship Average	5,988	6,252	6,516	6,780	7,044	7,308	7,572
93%	5,569	5,814	6,060	6,305	6,551	6,796	7,042
Distance (fr Fall 2005)							2,621
Increase (6 yr phase in)		437	437	437	437	437	437
LSU A&M (6 yr phase in)	4,421	4,858	5,294	5,731	6,168	6,605	7,042

Appendix C

SREB Institutional Categories

SREB Institutional Categories

Definitions

Four-Year Universities and Colleges

<u>Category</u>	<u>Definitions</u>
Four-Year 1	Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category.
Four-Year 2	Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification).
Four-Year 3	Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).
Four-Year 4	Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
Four-Year 5	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.
Four-Year 6	Institutions awarding less than 30 master's, education specialist, post-master's or doctoral degrees.

Two-Year Colleges

Two-Year with Bachelor's	Institutions awarding primarily associate degrees and offering college transfer courses; some bachelor's degrees may also be awarded.
Two-Year 1	Institutions awarding associate degrees and offering college transfer courses with FTE enrollment of 5,000 or more; some certificates and diplomas may also be awarded.
Two-Year 2	Institutions awarding associate degrees and offering college transfer courses with FTE enrollment of between 2,000 and 4,999; some certificates and diplomas may also be awarded.
Two-Year 3	Institutions awarding associate degrees and offering college transfer courses with FTE enrollment of less than 2,000; some certificates and diplomas may also be awarded.

Technical Institutes or Colleges

Technical Institute or College 1

Institutions awarding vocational-technical certificates and diplomas with FTE enrollment of 1,000 or more; some vocational-technical associate degrees may also be awarded.

Technical Institute or College 2

Institutions awarding vocational-technical certificates and diplomas with FTE enrollment less than 1,000; some vocational-technical associate degrees may also be awarded.

Technical Institute or College -- size unknown

Institutions awarding vocational-technical certificates and diplomas whose FTE enrollment was not reported; some vocational-technical associate degrees may also be awarded.

Specialized

Specialized

Specialized Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, fine arts schools or military academies.