

U. T. System Office of Academic Affairs
Requests to Increase Total Academic Costs
Proposal Template Academic Years 2018 – 2019 AND 2019 – 2020

Institution Name: The University of Texas at San Antonio

Submission Date: January 4, 2018

Institution Contact(s): Lenora C. Chapman

Signature of President:

A handwritten signature in black ink, appearing to read "Taylor Egan", written in a cursive style.

Section 1: Transparency – Student Input and the Consultative Campus Process

Describe the consultative process used to develop this proposal. Include information on advisory committee meetings, public hearings, student surveys, etc. that have been utilized to discuss the tuition plan and allow opportunities for student input. Provide the names and affiliations of tuition advisory committee membership below. Please attach summarized feedback from the student population as it relates to the allocation of new net revenue among key institutional priorities outlined in Sections 4 and 5.

In September 2017, President Eighmy appointed an advisory committee to provide input regarding the Tuition and Fee Proposal for Academic Years 2019 and 2020. To ensure a breadth of perspectives, committee members consisted of a broadly representative group of faculty, staff, and students from across the disciplines.

Five public committee meetings were held on campus, on September 28, October 11, November 1, November 13, and November 15, 2017. The meetings were publicized to the campus community through television monitors, university news sites, a committee web site, and extensively through social media.

At the November 13 meeting, a public forum was held that included President Eighmy, students, and advisory Tuition and Fee Committee members. Attendees were encouraged to provide feedback on the Tuition and Fee Proposal.

On November 20, the committee's executive team met with the Student Government Association (SGA) to receive feedback, answer questions, and gather input about the proposal. The meeting also provided an opportunity for discussion of SGA's plans to potentially conduct a student referendum on both the Athletic Fee and the Transportation Fee.

Tuition and Fee Committee members were asked to serve as conduit to other groups to ensure transparency and consultation, and to actively engage participation in the discussions.

The Tuition and Fee Committee consisted of the following individuals:

Executive Team

C. Mauli Agrawal, Interim Provost and Vice President for Academic Affairs
 Kathryn Funk-Baxter, Vice President, Business Affairs
 Sam Gonzales, Vice President, Student Affairs

Ex-Officio Members

Lenora C. Chapman, Associate Vice President, Financial Affairs
 Anujani Aluwihare, Associate Vice Provost, Financial Resources & Planning
 Jackie Hobson, Director, Student Affairs Budget & Finance
 Joseph Izbrand, Associate Vice President, Communications & Marketing

Faculty Members

John Nix, Chair of Faculty Senate Budget Committee
 Josh Thurow, Secretary of the General Faculty

Student Members

Moshood Adams, Junior, Psychology
 Vanessa Andrada, Junior, Medical Humanities

Luis Arias, Sophomore, Business Informational Systems
 Colton Barton, Senior, Sport, Event, & Tourism
 Joseph Carreon, Senior, SGA, Global Affairs
 E'Mon, Carson, Sophomore, Medical Humanities
 Jaciel Castro, Graduate, Real Estate Finance and Development
 Carlos Chavez, Junior, Public Health
 Kate Falconer, Junior, Public Health
 Loy Fong, Junior, Cybersecurity
 Maria Frick, Junior, Public Administration
 Brittany Garcia, Junior, Public Health
 Michal Greenwood, Junior, Mathematics
 Justin Guerra, Junior, Mathematics
 Tiwa James, Junior, Public Health
 Rachel Jendrzey, Junior, Entrepreneurship
 Simon Karottakuttu, Junior, Public Health
 Jordan Lindsey, Senior, Communications
 Cynthia Lopez, Sophomore, Criminal Justice
 Richard Martin, Junior, Digital Communications
 Ashley McCowan, Junior, Communications
 Karen Mejia, Junior, Psychology
 Aileen Montana, Junior, Communication
 Nicholas Ng, Senior, Kinesiology
 Emmanuel Nyong, Junior, College of Sciences
 Arianna Pulido, Freshman, Political Science
 Patrick Seaworth, Junior, College of Business
 Aija Terry, Sophomore, History
 Marcus Thomas, Senior, Economics
 Joelle Thomas, Sophomore, Communication
 Deon Turner, Graduate, Higher Ed Administration
 Richard Wells, Junior, Philosophy

Over the course of its meetings, the Tuition and Fee Committee reviewed and discussed the following topics:

- The committee's charge - balancing revenue needs versus costs to students
- Tuition and fee structure/comparison with other Texas universities
- Student success trends and initiatives
- Differential tuition for the College of Business and College of Engineering
- Impact on student affordability
- Athletic Fee
- Automated Service Fee
- Student Services Fee
- Transportation Fee
- Green Fee
- Review of major strategic initiatives

- Cost saving measures
- Proposed changes in total academic costs

The committee maintained [a public website](#) for all materials associated with its work, including meeting agendas and presentation materials.

Student Services Fee Committee

A separate committee—comprised of nine students, one faculty member, one staff member, plus ex-officio staff members—was formed to consider the Student Services Fee. The committee’s role was to provide input on the fee and to determine how to best allocate funds generated by it. The committee voted unanimously to approve/recommend a 2.5 percent increase in the Student Services Fee for Academic Years 2019 and 2020.

Automated Services Fee

The Office of Information Technology meets regularly with the SGA on the needs and uses of the Automated Services Fee revenue.

Proposal Process

Subsequent to the submission of this proposal, President Eighmy will invite students (particularly those who served on the committee) to attend briefing meetings with legislators and legislative staff to discuss the proposal and provide additional feedback. The meetings are planned for January 2018. Meetings between President Eighmy, elected officials, and legislative staff will also be held prior to the proposal being considered by the Board of Regents.

Section 2: Economic Factors

Describe economic factors that influence your need for tuition increases. More specifically, consider factors such as inflation and regional economic change, market considerations, and competitiveness among peer comparison institutions. Also consider operating revenue compared to peers (tuition-and-fee revenue and state appropriations).

Overall Approach

Given UTSA's student demographics and the financial challenges faced by many of its students, the university has elected to bring forward a Tuition and Fee Proposal that carefully balances the burden of cost increases with a plan to invest new resources into student success. Additionally, given the cost of instruction in the Colleges of Engineering and Business, UTSA is interested in the application of differential tuition in upper division courses, making 15% of these revenues available for financial aid for students in those disciplines. Fee increases reflect efforts to invest in areas of targeted student need. All of the strategies are supported by the Tuition and Fee Committee, and by the SGA through legislation passed on November 30, 2017.

Relevant Factors

The year-over-year percentage changes in the Higher Education Price Index (HEPI) is 3.0 percent, 2.1 percent and 1.8 percent for FY 2014, FY 2015, and FY 2016, respectively. There are eight cost factors that contribute to the HEPI regression calculation: faculty salaries, administrative salaries, clerical salaries, service employee salaries, fringe benefits, miscellaneous services, supplies and materials, and utilities. The preliminary estimate of the HEPI for 2017 is 3.7%. Inflation contributes to the need to request an increase in tuition and fees.

Further, the Consumer Price Index provided by the Bureau of Labor Statistics shows a 2.2% increase over the federal fiscal year ending in September 2017.

Both these numbers suggest a 2% increase would be a base level needed to keep up with inflation.

Relative Appropriations

The chart below shows how UTSA compares to other emerging research universities. UTSA's total revenue per full-time student equivalent (FTSE) is less than that of four of the seven emerging research institutions.

Texas Higher Education Coordinating Board - Accountability System				
Emerging Research Institution	Appropriations per FTSE	Appropriations per FTSE	Total Revenue per FTSE	Total Revenue per FTSE
	FY 2014	FY 2015	FY 2014	FY 2015
University of Texas at El Paso	\$6,164	\$6,932	\$18,859	\$20,404
Texas Tech University	\$7,036	\$6,472	\$20,996	\$20,397
University of Texas at San Antonio	\$6,356	\$6,396	\$19,131	\$19,753
University of Houston	\$6,368	\$6,163	\$24,746	\$25,465
University of Texas at Dallas	\$6,415	\$5,910	\$26,637	\$24,803
University of North Texas	\$4,428	\$5,250	\$17,882	\$17,354
University of Texas at Arlington	\$5,118	\$4,909	\$18,406	\$18,345
Texas State University	\$5,041	\$4,725	\$14,607	\$15,282
State Average	\$6,311	\$6,210	\$22,020	\$21,693

Rank order based on appropriations per FTSE FY 2015

Tuition and Affordability

UTSA strives to keep tuition affordable for its students. UTSA maintained a smaller percentage increase in undergraduate resident tuition and fees between AY 2010-2011 and AY 2015-2016 than many other comparable Texas public four-year systems. Additionally, UTSA's tuition is lower than most emerging institutions as shown in the charts below. Every effort is made to offset increases from tuition and fees with financial aid. The university's neediest students who have a family contribution of zero will have 90 percent or more of their tuition and fees covered through grants and scholarships.

Average Percentage Tuition and Fee Increases Among Public Four-Year Systems	
Institution	Percentage Increase AY 2010-2011 to AY 2015-2016
Texas State University System	30.6%
Texas A&M University System	25.8%
University of Houston System	23.2%
Texas Tech University System	18.0%
U.T. San Antonio	12.5%

Source: integrated Postsecondary Education Data System (IPEDS)

University of Texas System Academic Institutions Annual Tuition and Fees Compared to Other Texas 4-Year Public Universities	
Institution	Published Annual Tuition and Fee Price - AY 2016
U.T. Dallas	\$10,864
Texas A&M University - College Station	\$10,176
U.T. Austin	\$9,806
U.T. Arlington	\$9,208
U.T. San Antonio	\$7,447
U.T. Tyler	\$7,312
U. T. Rio Grande Valley	\$7,292
U.T. El Paso	\$7,259
U. T. Permian Basin	\$5,250

Source: integrated Postsecondary Education Data System (IPEDS) and for 12 hours only per academic semester

University of Texas System Academic Institutions Annual Tuition and Fees Compared to Other Texas Emerging Research Universities	
Institution	Published Annual Tuition and Fee Price - AY 2016
University of North Texas	\$9,730
Texas State University	\$9,348
University of Houston	\$8,759
Texas Tech University	\$8,028
U.T. San Antonio	\$7,447

Source: integrated Postsecondary Education Data System (IPEDS) and for 12 hours only per academic semester

Section 3: Request for Increases in Total Academic Cost by Student Population

Please briefly describe your general tuition-and-fee structure:

UTSA offers a Traditional Tuition Rate Plan and a Guaranteed Tuition Rate Plan. Under the traditional plan our tuition varies with the number of semester credit hours enrolled. Some mandatory fees are charged by semester only and others are charged by semester credit hour. The guaranteed plan offers students and families the option to elect predictable and stable undergraduate tuition pricing over a period of 12 consecutive semesters. The plan is priced to save students approximately \$600 over four years and also has requirements to complete 30 hours per academic year. This plan is supportive of the student success pathway to “Graduate in 4.” Further, this year the university will be recommending differential tuition rates for student taking upper level courses in the College of Business and College of Engineering to support the higher cost of instruction.

Differential Tuition Increases - Background

The College of Business seeks to improve the student academic experience and accelerate student progress towards timely degree completion and full employment upon graduation. UTSA is proposing College of Business differential tuition of \$42 per SCH for upper division courses for undergraduates and \$129 per SCH for graduate courses. Differential tuition will allow all College of Business course fees to be collapsed into tuition. These rates are comparable to College of Business courses at other institutions.

The College of Engineering seeks to close the gap on a critical deficiency – the lack of technician support for laboratory courses. UTSA is proposing College of Engineering differential tuition of \$55 per SCH for upper division courses for undergraduates and all graduate courses. The college will collapse all course fees into the tuition with this proposal. Even with differential tuition, the college still ranks eighth among fourteen other public engineering institutions in total price.

Differential tuition will be charged to students in the College of Business and College of Engineering who are enrolled in upper-division undergraduate courses and in graduate/doctoral courses. Average course fees will be lower for College of Business students and zero for College of Engineering students.

UTSA will designate 15% of differential tuition revenues for financial aid for College of Business and College of Engineering students.

3A. Traditional Tuition Rate Plans (if applicable):

Please list and discuss the specific requests for increases in total academic costs for the average full-time student in each of the four categories: Resident Undergraduate, Non-Resident Undergraduate, Resident Graduate, and Non-Resident Graduate. Complete the corresponding excel worksheets. If there are any proposed increases to mandatory fees, provide the statutory authority, referenda information (if relevant), and rationale.

The proposal reflects an increase in overall academic costs for undergraduates (resident and non-resident) in the traditional tuition plan. These plans were discussed and reviewed by our Tuition and Fee Committee with an emphasis on being able to increase several mandatory fees to provide services students need and to continue student success initiatives. The increases proposed and supported by the committee are:

- Base total academic cost increase of 1.8% resident and 2.3% increase non-resident in Fall 2018
- Base total academic cost increase of 3% for both resident and non-resident in Fall 2019
- Total academic cost including a weighted average for differential tuition (that only applies to College of Business and College of Engineering) reflects an increase of 4.2% for residents and 3.2% for non-residents in Fall 2018
- Total academic cost including a weighted average for differential tuition (that only applies to the College of Business and the College of Engineering) reflects an increase of 2.9% for residents and 3% for non-residents in Fall 2019

Two of the mandatory fee increases included in the charts below, the Athletic Fee and Transportation Fee, will require student referendums to be conducted as well as approval by the Board of Regents, as found in TEC 54.5322 and TEC 54.5321, respectively.

For the graduate student (resident and non-resident) traditional tuition plan, the university is proposing a slight decrease in Fall 2018, followed by an increase in Fall 2019. These plans were discussed and reviewed by our Tuition and Fee Committee. Graduate student plans include the same mandatory fee increases as the undergraduate plans.

- Base total academic cost decrease of -0.8% resident and 1.3% increase non-resident in Fall 2018
- Base total academic cost increase of 2.7% both resident and non-resident in Fall 2019
- Total academic cost including a weighted average for differential tuition (that only applies to the College of Business and the College of Engineering) reflects an increase of 6.3% for residents and 3.7% for non-residents in Fall 2018
- Total academic cost including a weighted average for differential tuition (that only applies to the College of Business and the College of Engineering) reflects an increase of 2.5% for residents and 2.6% for non-resident in Fall 2019

TRADITIONAL (VARIABLE) TUITION: RESIDENT, UNDERGRADUATE*Summary of Proposed Total Academic Cost – Average Resident Undergraduate Student Enrolled in 15 SCH*

	<i>Fall 2017 Cohort Baseline TAC</i>	<i>Fall 2018 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2017</i>	<i>Amount Increase over Fall 2017</i>	<i>Fall 2019 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2018</i>	<i>Amount Increase over Fall 2018</i>
<i>Statutory Tuition</i>	750.00	750.00	0.0%	0.00	750.00	0.0%	0.00
<i>Designated Tuition</i>	2,567.25	2,589.45	0.9%	22.20	2,693.70	4.0%	104.25
<i>Mandatory Fees</i>	1,372.50	1,479.18	7.8%	106.68	1,525.86	3.2%	46.68
<i>Average Course Fees</i>	255.00	216.00	-15.3%	-39.00	216.00	0.0%	0.00
<i>Base Total Academic Cost</i>	4,944.75	5,034.63	1.8%	89.88	5,185.56	3.0%	150.93
<i>Weighted Average Differential Tuition</i>	NA	115.77	NA	115.77	115.77	0.0%	0.00
<i>Weighted Average Total Academic Cost</i>	4,944.75	5,150.40	4.2%	205.65	5,301.33	2.9%	150.93

TRADITIONAL (VARIABLE) TUITION: NON-RESIDENT, UNDERGRADUATE*Summary of Proposed Total Academic Cost – Average Non-Resident Undergraduate Student Enrolled in 15 SCH*

	<i>Fall 2017 Cohort Baseline TAC</i>	<i>Fall 2018 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2017</i>	<i>Amount Increase over Fall 2017</i>	<i>Fall 2019 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2018</i>	<i>Amount Increase over Fall 2018</i>
<i>Statutory Tuition</i>	6,975.00	6,975.00	0.0%	0.00	6,975.00	0.0%	0.00
<i>Designated Tuition</i>	3,342.00	3,544.95	6.1%	202.95	3,864.45	9.0%	319.50
<i>Mandatory Fees</i>	1,372.50	1,479.18	7.8%	106.68	1,525.86	3.2%	46.68
<i>Average Course Fees</i>	255.00	216.00	-15.3%	-39.00	216.00	0.0%	0.00
<i>Base Total Academic Cost</i>	11,944.50	12,215.13	2.3%	270.63	12,581.31	3.0%	366.18
<i>Weighted Average Differential Tuition</i>	NA	115.77	NA	115.77	115.77	0.0%	0.00
<i>Weighted Average Total Academic Cost</i>	11,944.50	12,330.90	3.2%	386.40	12,697.08	3.0%	366.18

TRADITIONAL (VARIABLE) TUITION: RESIDENT, GRADUATE

Summary of Proposed Total Academic Cost – Average Resident Graduate Student Enrolled in 9 SCH

	Fall 2017 Cohort Baseline TAC	Fall 2018 Cohort Proposed TAC	Percent Increase over Fall 2017	Amount Increase over Fall 2017	Fall 2019 Cohort Proposed TAC	Percent Increase over Fall 2018	Amount Increase over Fall 2018
Statutory Tuition	900.00	900.00	0.0%	0.00	900.00	0.0%	0.00
Designated Tuition	1,847.25	1,907.64	3.3%	60.39	1,985.58	4.1%	77.94
Mandatory Fees	957.30	992.31	3.7%	35.01	1,027.32	3.5%	35.01
Average Course Fees	470.00	341.00	-27.4%	-129.00	341.00	0.0%	0.00
Base Total Academic Cost	4,174.55	4,140.95	-0.8%	-33.60	4,253.90	2.7%	112.95
Weighted Average Differential Tuition	NA	298.16	NA	298.16	298.16	0.0%	0.00
Weighted Average Total Academic Cost	4,174.55	4,439.11	6.3%	264.56	4,552.06	2.5%	112.95

TRADITIONAL (VARIABLE) TUITION: NON-RESIDENT, GRADUATE

Summary of Proposed Total Academic Cost – Average Non-Resident Graduate Student Enrolled in 9 SCH

	Fall 2017 Cohort Baseline TAC	Fall 2018 Cohort Proposed TAC	Percent Increase over Fall 2017	Amount Increase over Fall 2017	Fall 2019 Cohort Proposed TAC	Percent Increase over Fall 2018	Amount Increase over Fall 2018
Statutory Tuition	8,370.00	8,370.00	0.0%	0.00	8,370.00	0.0%	0.00
Designated Tuition	2,599.20	2,853.81	9.8%	254.61	3,153.78	10.5%	299.97
Mandatory Fees	957.30	992.31	3.6%	35.01	1,027.32	3.5%	35.01
Average Course Fees	470.00	341.00	-27.4%	-129.00	341.00	0.0%	0.00
Base Total Academic Cost	12,396.50	12,557.12	1.3%	160.62	12,892.10	2.7%	334.98
Weighted Average Differential Tuition	NA	298.30	NA	298.30	298.30	0.0%	0.00
Weighted Average Total Academic Cost	12,396.50	12,855.42	3.7%	458.92	13,190.40	2.6%	334.98

3B. Guaranteed Tuition Rate Plans (if applicable):

Please list and discuss the specific requests for increases in total academic costs for the average full-time students in each of the four categories for students enrolled in optional guaranteed tuition rate plans: Resident Undergraduate, Non-Resident Undergraduate (if relevant), Resident Graduate (if relevant), and Non-Resident Graduate (if relevant).

Please estimate the number of students enrolled in the guaranteed tuition rate plans (if optional) in Academic Year 2016 – 2017:

UTSA offers a guaranteed tuition plan for undergraduate students. In reviewing the guaranteed plan and noting the low number of students currently enrolled, the overall base total academic costs will remain approximately the same except for a slight increase for non-resident in Fall 2019.

The guaranteed tuition plan will allow the student to pay the same tuition for 12 consecutive semesters (four years). The university will market this program in conjunction with the existing “Graduate in 4” campaign.

The designated tuition rate decreased slightly to offset the mandatory fee increases being proposed which allowed the base total academic costs to remain flat.

No increases are proposed for **resident** undergraduate students except for the mandatory fee increases.

- Base total academic cost will remain relatively the same for Fall 2018 and Fall 2019
- Total academic cost including a weighted average for differential tuition (that will only apply to the College of Business and the College of Engineering) reflects an increase of 2.1% in Fall 2018 and 0% in Fall 2019

No increase is proposed for **non-resident** undergraduate except for a slight increase for Fall 2019.

- Base total academic cost will remain the same for Fall 2018
- Base total academic cost will have a slight increase of 1.1% for Fall 2019
- Total academic cost including a weighted average for differential tuition (that will only apply to the College of Business and the College of Engineering) reflects an increase of .9% in Fall 2018 and 1.1% in Fall 2019

GUARANTEED TUITION: RESIDENT, UNDERGRADUATE*Summary of Proposed Total Academic Cost – Resident Undergraduate – Guaranteed Tuition (15 SCH)*

	<i>Fall 2017 Cohort Baseline TAC</i>	<i>Fall 2018 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2017</i>	<i>Amount Increase over Fall 2017</i>	<i>Fall 2019 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2018</i>	<i>Amount Increase over Fall 2018</i>
<i>Statutory Tuition</i>	750.00	750.00	0.0%	0.00	750.00	0.0%	0.00
<i>Designated Tuition</i>	3,228.00	3,160.35	-2.1%	-67.65	3,113.70	-1.5%	-46.65
<i>Mandatory Fees</i>	1,372.50	1,479.18	7.8%	106.68	1,525.86	3.2%	46.68
<i>Average Course Fees</i>	255.00	216.00	-15.3%	-39.00	216.00	0.0%	0.00
<i>Base Total Academic Cost</i>	5,605.50	5,605.53	0.0%	0.03	5,605.56	0.0%	0.03
<i>Weighted Average Differential Tuition</i>	NA	115.77	NA	115.77	115.77	0.0%	0.00
<i>Weighted Average Total Academic Cost</i>	5,605.50	5,721.30	2.1%	115.80	5,721.33	0.0%	0.03

GUARANTEED TUITION: NON-RESIDENT, UNDERGRADUATE*Summary of Proposed Total Academic Cost – Non-Resident Undergraduate – Guaranteed Tuition (15 SCH)*

	<i>Fall 2017 Cohort Baseline TAC</i>	<i>Fall 2018 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2017</i>	<i>Amount Increase over Fall 2017</i>	<i>Fall 2019 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2018</i>	<i>Amount Increase over Fall 2018</i>
<i>Statutory Tuition</i>	6,975.00	6,975.00	0.0%	0.00	6,975.00	0.0%	0.00
<i>Designated Tuition</i>	4,359.75	4,292.10	-1.6%	-67.65	4,387.95	2.3%	95.85
<i>Mandatory Fees</i>	1,372.50	1,479.18	7.8%	106.68	1,525.86	3.2%	46.68
<i>Average Course Fees</i>	255.00	216.00	-15.3%	-39.00	216.00	0.0%	0.00
<i>Base Total Academic Cost</i>	12,962.25	12,962.28	0.0%	0.03	13,104.81	1.1%	142.53
<i>Weighted Average Differential Tuition</i>	NA	115.77	NA	115.77	115.77	0.0%	0.00
<i>Weighted Average Total Academic Cost</i>	12,962.25	13,078.05	0.9%	115.80	13,220.58	1.1%	142.53

GUARANTEED TUITION: RESIDENT, GRADUATE – Not Offered

Summary of Proposed Total Academic Cost (9 SCH)

	<i>Fall 2017 Cohort Baseline TAC</i>	<i>Fall 2018 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2017</i>	<i>Amount Increase over Fall 2017</i>	<i>Fall 2019 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2018</i>	<i>Amount Increase over Fall 2018</i>
<i>Statutory Tuition</i>	<i>Not applicable</i>						
<i>Designated Tuition</i>							
<i>Mandatory Fees</i>							
<i>Average Course Fees</i>							
<i>Total Academic Cost</i>							

GUARANTEED TUITION: NON-RESIDENT, GRADUATE – Not Offered

Summary of Proposed Total Academic Cost (9 SCH)

	<i>Fall 2017 Cohort Baseline TAC</i>	<i>Fall 2018 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2017</i>	<i>Amount Increase over Fall 2017</i>	<i>Fall 2019 Cohort Proposed TAC</i>	<i>Percent Increase over Fall 2018</i>	<i>Amount Increase over Fall 2018</i>
<i>Statutory Tuition</i>	<i>Not applicable</i>						
<i>Designated Tuition</i>							
<i>Mandatory Fees</i>							
<i>Average Course Fees</i>							
<i>Total Academic Cost</i>							

Section 4: Projections in New Net Revenue

Project any new net tuition revenue that would result if your institution is granted the requested increases in total academic costs. Utilize the projected revenue here to apply to institutional priorities discussed below.

The various traditional and guaranteed plans, along with differential tuition in the Colleges of Business and Engineering, will provide the university with \$7.5 million in new revenue in FY 2019 and \$6.6 million in FY 2020. The majority of this revenue will be generated from resident undergraduate students. The total revenue increase results in a higher percentage increase than shown in total academic costs for FY 2019 due to the inclusion of differential tuition in revenue projections. In FY 2019, the majority of the net new revenue will be earned in the mandatory fee increases and from differential tuition. In FY 2020, the majority of the net new revenue will be earned in tuition increases.

Projected New Net Tuition and Fee Revenue for FY 2019 (Year 1)

	Baseline TOTAL Net Revenue from FY2017 Total Academic Cost	Tuition Proposal Projected New Net Revenue for FY 2019		Enrollment	
	Actual Revenue	Estimated Revenue Year 1	Percent Increase Year 1	Student FTE Actual AY16-17	Percent Distribution
Resident Undergraduate	\$192,185,916	\$6,387,765	3.3%	20,164	86%
Non-Resident Undergraduate	\$10,343,001	\$410,938	4.0%	469	2%
Resident Graduate	\$28,065,748	\$655,894	2.3%	2,736	12%
Non-Resident Graduate	\$3,032,521	\$75,015	2.5%	99	0.4%
TOTAL	\$233,627,186	\$7,529,612	3.2%	23,468	100%

	Tuition Proposal Projected New Net Revenue for FY 2020 (Year 2)		Enrollment	
	Estimated Revenue Year 2	Percent Increase Year 2	Student FTE Actual AY16-17	Percent Distribution
Resident Undergraduate	\$5,571,029	2.8%	20,164	86%
Non-Resident Undergraduate	\$270,680	2.5%	469	2%
Resident Graduate	\$723,446	2.5%	2,736	12%
Non-Resident Graduate	\$84,508	2.7%	99	0.4%
TOTAL	\$6,649,663	2.8%	23,468	100%

Section 5: Issues of Greatest Institutional Priority

Please outline the issues of greatest institutional priority to be addressed using new net tuition and fee revenue. Specify each priority and detail how each priority fits within your strategic plan, the potential revenue dedicated to each priority, and the likely impact. Additionally, please be clear if the institutional priority relates to sustaining initiatives or operations that would otherwise have to be eliminated due to cuts or changes in overall operating revenue.

Estimate and summarize the expected allocation of new net revenue (between 0 – 100%) annually in the table below. Modify the table, as needed, to reflect a comprehensive list of initiatives and purposes.

As indicated in the chart below, the net new revenue will be primarily utilized for student success initiatives, the university's highest priority. The launch of a Student Success Task Force will be directed to achieve an integrated student success plan and will focus on those programs that have the greatest opportunity to increase graduation rates and student retention rates. The last few years are showing good momentum in improving student graduation rates, which impacts the overall prosperity of students. Year 1 will see most of the increased revenue from mandatory fees and from differential tuition rates. The "Student Support" category will be the second highest use of new revenue and is primarily for mandatory fee increases for specific services students have requested. In year 2, student success programs will continue as the primary focus for use of funding, but funds will also be allocated to explore support of faculty excellence and to recruit additional positions that focus on delivering world-class experiences for students.

<i>Institutional Priority</i>	<i>Initiative/Purpose</i>	<i>Percent New Net Revenue Year 1 (0 – 100%)</i>	<i>Percent New Net Revenue Year 2 (0 – 100%)</i>
Student Success	President's Initiative on Student Success, COE and COB differential tuition	47%	46%
Student Support	Athletic, Student Services, Transportation	39%	21%
Faculty Recruitment, Retention, and Excellence	Strategic hires	5%	23%
Other	Automated Service, Sustainability	9%	10%

Consider the impact of new revenue on student success, especially as it relates to the funding of key institutional priorities. Also, discuss the impact of new revenue on institutional excellence that might include peer comparisons, faculty recruitment and retention, institutional quality, etc.

5A. Student Success

Consider recent trends in student access and success outcomes such as retention, graduation, degrees granted, timeliness to degree, and enrollment, as well as the potential impact of new net tuition revenue on student success.

Since 2011, UTSA has implemented a series of initiatives to improve retention and graduation rates. Our efforts have paid off—we have seen steady improvements in the first year retention of our students, as well as our four-year and six-year graduation rates.

Our successes are despite the fact that these efforts have been funded through soft monies, making it difficult to plan for long-term program development. Our tuition and fee proposal will enable us to move these efforts away from relying on reserves and grants to fund these critical initiatives, putting them on solid footing with permanent funding.

Retention and Graduation Rates – Goals and Interventions

UTSA has set the following goals for improving the retention and graduation rates of our students:

- Increase first-year retention from 74% to 78% in 5 years – by 2022
- Increase first-year retention to 85% in 10 years – by 2027

- Increase four-year graduation rates from 22% to 25% in 5 years – by 2022
- Increase four-year graduation rates to 34% in 10 years – by 2027

- Increase six-year graduation rates from 37% to 44% in 5 years – by 2022
- Increase six-year graduation rates to 55% in 10 years – by 2027

These goals are based on an analysis done by EAB to determine targets that are ambitious yet realistic given our upward trajectory. In just the last two years, UTSA increased first-year graduation rates by 3%, four-year graduation rate by 4%, and six-year graduation rates by 2%.

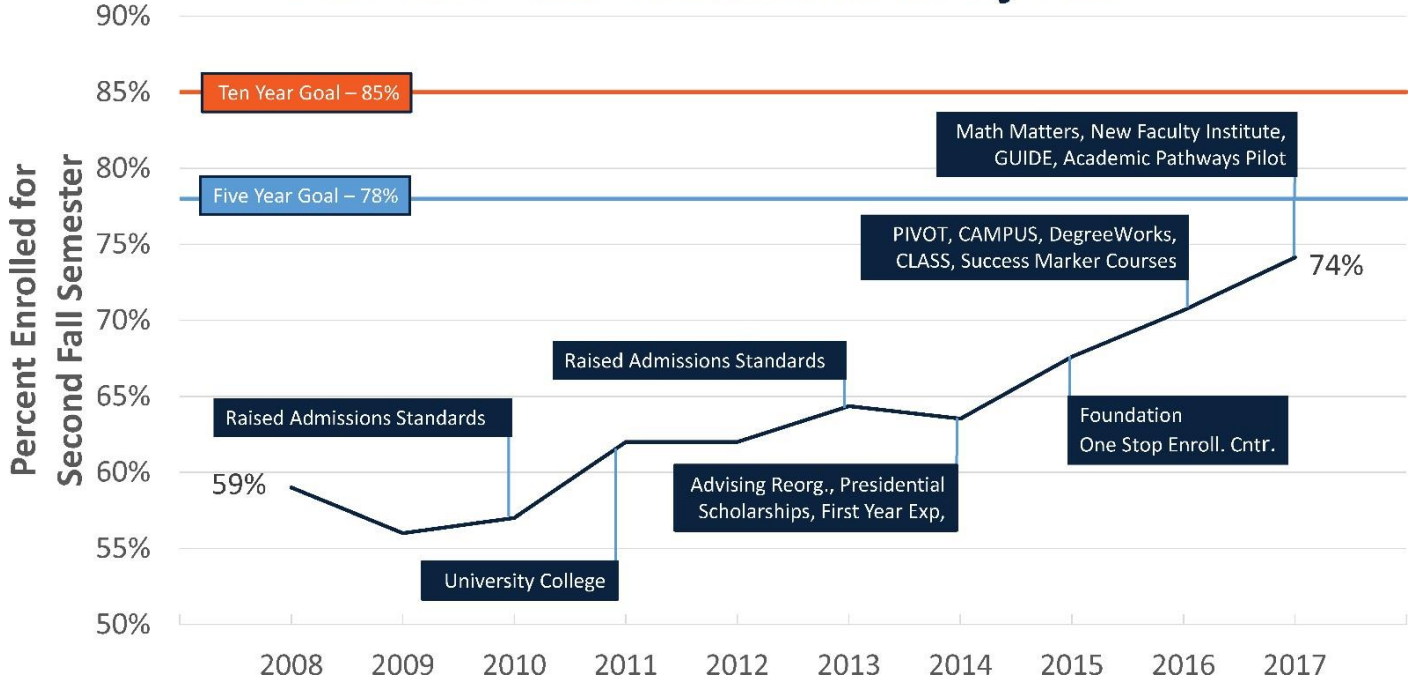
To put these goals in perspective, the first-year retention rate for four-year public institutions is 81% nationally, and 72% in Texas. Our 10-year goal for first-year retention (85%) would put us above the state and national averages.

The six-year graduation rate for four-year public institutions is 59% nationally, and 59% in Texas. Our 10-year goal for the six-year graduation rate (55%) would put us just slightly below the state and national averages, but represents an aggressive and achievable increase from our current rate of 37%.

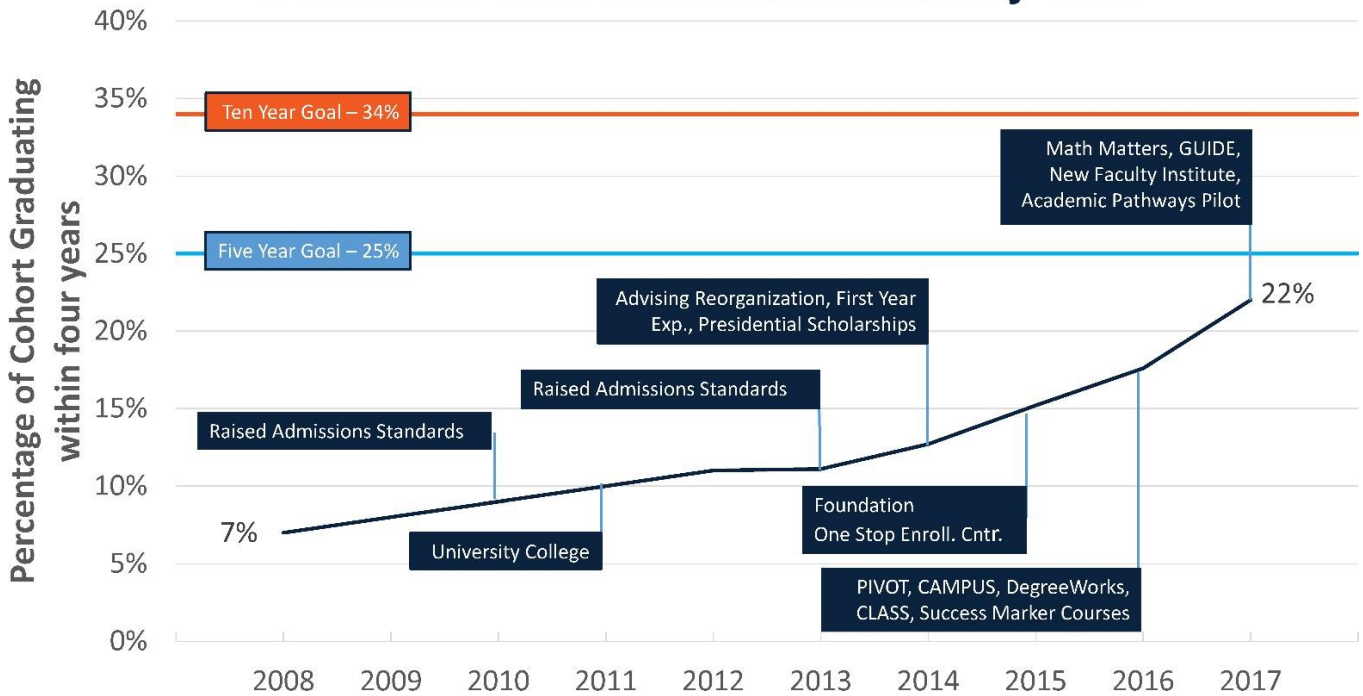
Our retention and graduation rate improvements over the last two years are just the latest indicators of turnaround efforts that began six years ago. The implementation of several key interventions—including the establishment of our University College, a reorganization of our advising program, raised admission standards, a new first-year experience program, new scholarships, and a slate of new academic support programs—are having a tangible impact.

The charts below illustrate our progress to date. Descriptions of each of the labeled interventions can be found in the narrative that follows.

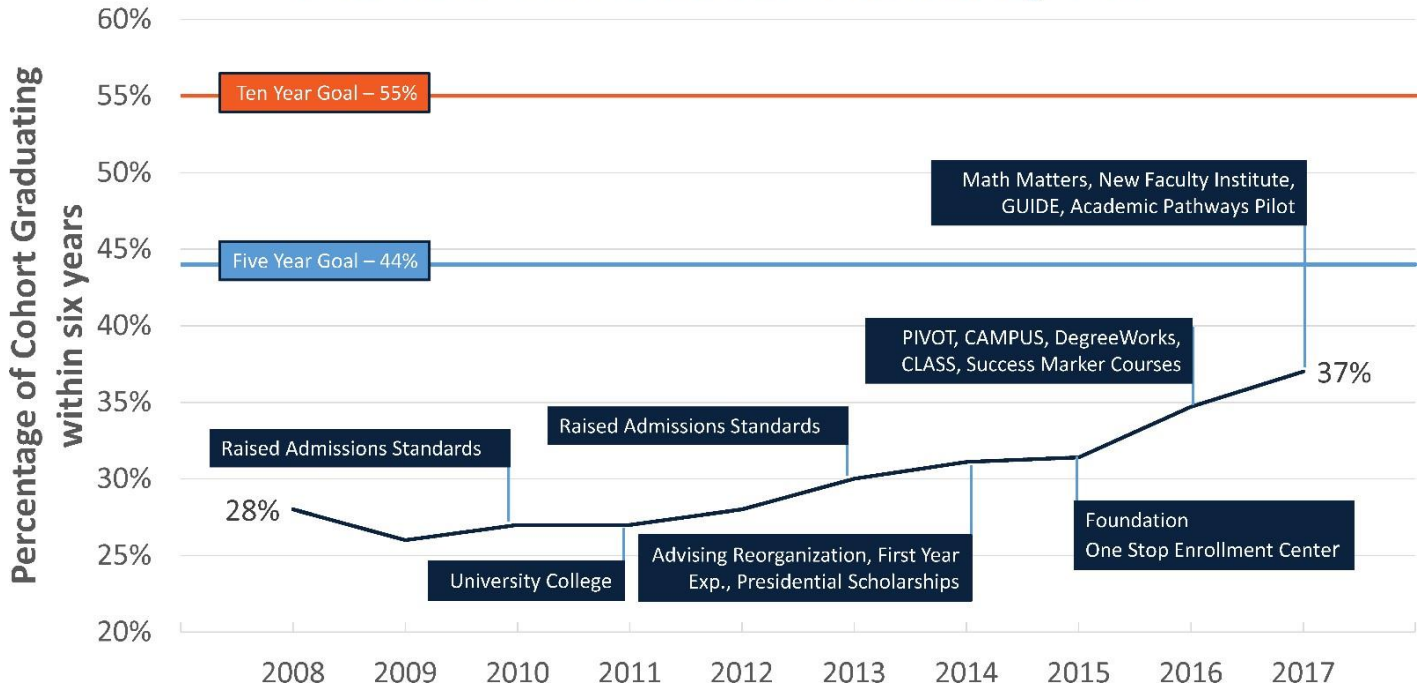
UTSA One-Year Retention Rates By Year



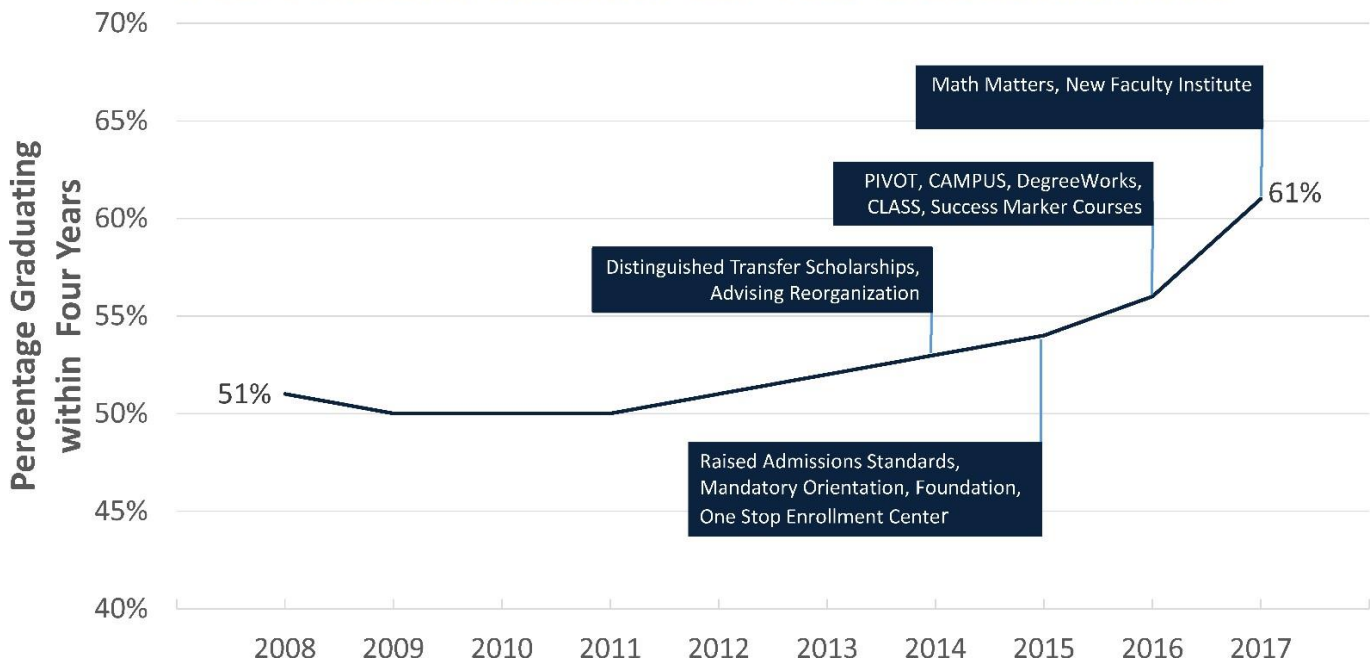
UTSA Four-Year Graduation Rates By Year



UTSA Six-Year Graduation Rates By Year



UTSA Transfer Student Four-Year Graduation Rates



Institutional Student Success Initiatives

Over the last six years, UTSA focused its student success efforts through three campus-wide initiatives.

Graduation Rate Improvement Plan

In 2011 UTSA launched the Graduation Rate Improvement Plan ([GRIP](#)) with the primary goal of increasing four-year graduation rates. Under that plan, advising services were improved, the First-Year Experience (FYE) program was developed and admission standards were increased. Beginning in 2014, UTSA partnered with consulting firm [EAB](#) to bring advising technologies to the campus. In Fall 2015, a \$3.25 million award from a Department of Education Title-V grant supported focused support efforts for our nearly 50% first-generation and 37% transfer student populations. Additionally, work began to redesign Math 1073, a gateway course for STEM majors.

Coordinated and Linked Approaches to Student Success

Fall 2016 ushered in new efforts through UTSA's Coordinated and Linked Approaches to Student Success (CLASS) initiative. CLASS efforts revolved around six priorities: focused academic support programs, advising services, onboarding practices, first year experience/AIS course, financial assistance offerings, and leadership and professional development opportunities.

President's Initiative on Student Success

In Fall 2017, President Eighmy launched the President's Initiative on Student Success Task Force (SSTF), elevating student success to an institution-wide priority. The cross-campus task force is charged with developing an integrated student success plan inclusive of goals, metrics, accountability, and self-assessment. Core to the charge is the adoption of a student-centric approach, with strategies including a plan for a pipeline continuum from K-12 through recruitment, enrollment, academic progress, career services, and post-graduation job placement. As part of their work, the task force will examine best practices from other institutions and think expansively about administrative structure, accountability and resources that will best position UTSA to be a great multicultural discovery enterprise that fosters exceptional student experiences.

A preliminary diagnostic assessment completed by EAB in November suggests future interventions may include:

1. Implementing proactive, holistic advising that includes professional development and technology optimization
2. Increasing the role of faculty in student success, particularly in the use of data for informing engagement within and beyond the classroom
3. Streamlining business policies and processes
4. Refining graduation management and application processes
5. Redesigning gateway courses
6. Creating summer bridge programs
7. Establishing block scheduling
8. Improving transfer student support

The Need for Dedicated Funding

Designated tuition increases will provide a sustainable funding source for the successful interventions established through GRIP and CLASS, as well as any future interventions and technology needs to come out of the work of the SSTF.

The initiatives listed below—all highly effective in improving retention and graduation rates—are funded through university reserves and cannot be sustained without a dedicated funding source.

Academic Advising

A centralized advising model, in conjunction with assigned caseloads and the use of predictive analytics, provide effective and best-practice approaches to academic advising (EAB, 2014, 2015, 2016). In 2014, UTSA began to align its advising model with these practices. During the summer and fall of 2016, university leadership conducted site visits and studied successful advising models at institutions with similar student profiles. Best practices were identified and a phased-in implementation began in 2017. These practices included enhanced academic advising centralization, better balanced student-to-advisor caseloads (with a goal of reaching a 325:1 enrolled student ratio), stronger links between advising and other units critical to student success, and efficient delivery of student success-focused advising services.

Student Success Technology

The aforementioned proactive advising approaches would not be possible without effective and efficient technology. Newly implemented advising technologies at UTSA include EAB SSC Campus, EAB Guide, and Degree Works. In addition, Civitas Learning's College Scheduler, a web-based class scheduling tool, will be available for student use in late spring 2018.

EAB SSC Campus

EAB Campus is a “one-stop student success platform that combines best-in-class predictive analytics with powerful communication and workflow tools so academic advisors and other student success specialists can transform insight into action through coordinated support” (EAB, 2016b). UTSA's academic advisors were trained on EAB Campus in August 2016, and as early as fall 2016, began implementing targeted advising campaigns and outreach efforts. Advisors use this tool on a daily basis to better manage the needs of their caseloads. During the 2017-18 academic year, it is expected that financial aid counselors, career services, and academic support areas will begin using the tool to orchestrate a coordinated student support and referral system for students.

EAB Guide

“Guide is a mobile-first platform that helps students seamlessly accomplish tasks and milestones crucial for success. Hardwired with best practice research and student-tested content, Guide helps students progress through college's many requirements. Structured journeys provide turn-by-turn directions that enable students to make smarter decisions, find help faster, and solve problems on their own. With a focus on academic performance, financial health, campus engagement, and career preparation, Guide empowers students to strive for and achieve success in college and beyond” (EAB, 2016c). UTSA rolled out the Guide application during summer 2017 with the 2017-18 FTIC cohort. Efforts to market to current upperclassmen began in fall 2017.

Degree Works

Degree Works is a “comprehensive academic advising, transfer articulation, semester-by-semester planner, and degree audit solution that aligns students, academic advisors, and institutions to a common goal of helping students graduate in a timely manner without excessive credits” (Ellucian, 2017). Beginning in summer 2016, advisors worked with their assigned students to develop a semester-by-semester plan in the Degree Works planner component. Currently, approximately 24,000 (85 percent) undergraduate students have active and locked plans. This has allowed thousands more students to have 24-hour access to their semester-by-semester degree plan, as well as view ‘what if’ scenarios should a student change his/her major. As Degree Works usage increases among our undergraduate students, we expect to see decreases in the number of hours accumulated toward a degree.

College Scheduler

Civitas Learning’s College Scheduler is a web-based course schedule building software designed to help students create class schedules that match with life and work responsibilities (Civitas Learning, 2017). This tool will allow students to create, within seconds, course schedule options that align with their active and locked semester-by-semester plans. This scheduling tool will be available for students to use during the fall 2018 early registration process.

First-Year Experience Program

Since fall 2014, all first-year UTSA students are required to participate in the First-Year Experience (FYE) Program, an initiative designed to help new students make connections academically and socially on campus. At the core of the First-Year Experience is the Peer Mentor Program, which pairs first-year college students with dedicated and experienced upper-classmen who have been specially trained to help new students make the transition to university life. Peer mentors guide students in balancing social life with academics, developing effective study habits, connecting with other students and navigating the university, which are challenges often faced by first-year students. Peer mentors are equipped to assist students by directing them to specialized academic and social resources that provide services to enhance student success.

First-Gen Faculty Coaches and Peer Mentors

Beginning in spring 2016, using Title-V Department of Education grant support, UTSA began to intentionally support its nearly 50% first-generation students. The First to Go and Graduate (F2G&G) program provides programing and a first-generation faculty coaches and a peer mentor to groups of first-generation students to form familias that foster a sense of belonging, inclusion to encourage retention and academic excellence.

Transfer Peer Mentors

Beginning in spring 2016, using Title-V Department of Education grant support, UTSA began to intentionally support its 37% transfer student population. The Roadrunner Transition Experience (RTE) program helps to onboard incoming transfer students through programing and by pairing them with peer mentor who has successfully transferred to UTSA.

The following programs are in the pilot or planning stages. Once their effectiveness has been assessed, they will need permanent funding to carry forward.

Academic Pathways

A growing number of colleges and universities across the nation are taking a different approach to helping students identify their path through college by creating academic pathways or meta-majors. Institutions are redesigning their offerings to simplify students' decisions by creating more highly structured first-year programs with default schedules. This aids students in making better choices during their first year in college that will lead them toward their end goals without limiting their options (Jenkins, 2014).

Upon reviewing the various academic pathway and pre-set scheduling models implemented at universities throughout the nation and paying special attention to the methods employed at Georgia State University and Texas State University, UTSA has created an academic pathway model. UTSA is currently piloting four of 10 academic pathways through (1) common first-year coursework, (2) pre-set schedule offerings, and (3) expanded learning communities. It is expected that all 10 academic pathways will be fully implemented during the 2018-19 academic year.

UTSA's Academic Pathways	
Architecture	Life & Health Sciences
Arts & Humanities	Natural & Physical Sciences
Business Studies*	Public Service & Policy Studies
Exploratory*	Social Sciences
Interdisciplinary Education*	Technology, Engineering & Mathematics*

**pathways piloted in 2017-18*

AIS 1203, a required first-year core curriculum course, has been revised and is aligned with the academic pathway model. As a result, the course will have a standard course description, course objectives, and syllabus template, while also taking on the 'flavor' of the academic pathway the students enrolled are pursuing. This will result in dedicated pathway-specific sections with enrollments of students interested in a single academic pathway.

Focused Academic Support – Math Emporium UT System Funded Q-Leap Project 2017-2020

Insufficient college-level math readiness coupled with inadequate math pedagogy pose debilitating barriers to student success in math core curriculum courses. The consequences for UTSA students, who are predominantly Latina/o, first-generation and low-income, are that a majority of pre-STEM and pre-Business majors don't persist in the STEM and Business fields, and many others are not retained to graduation.

As a result, UTSA has adopted a proven Emporium Model course redesign for STEM and Business core math courses. The Emporium Model, designed using the National Center for Academic Transformation (NCAT) guidelines, provides math instruction delivery in which students participate in active math learning via a supportive, student-centered,

engaged-learning lab environment. With only one lecture averaged per week, instructors spend all other student-contact hours in the student-centered lab with Emporium enrolled students and student tutors. This facilitates and increases the number of outside lecture class time hours that instructors are engaged and actively supporting students. The Emporium lab is an incubator for fostering a sense of belonging and engagement among students and faculty. The Emporium's high-impact, student-centered and high-faculty and tutor engagement will significantly increase the probability of student persistence, retention, and graduation.

LEAD Summer Success Academy

UT System Funded Q-Leap Project 2017-2020

First-year academic performance sets the foundation for a student's overall success in college. Common reasons cited for college student attrition include limited academic preparation, a lack of sense of belonging (academic and social), and financial hardship. Just under half of UTSA students self-identify as first-generation, and often face the aforementioned academic, social, and financial challenges at disproportionately higher rates than non-first-generation and/or majority students. Those challenges are reflected in UTSA's retention and graduation rates.

Research clearly shows the positive impact of bridging and academic support programs on participants' GPA and university-level retention and graduation rates. Programs have reported that students who begin with a GPA of 2.5 or higher early in their academic career are retained at higher rates than those with lower GPAs. Likewise, programs that intervene with students on academic probation or warning have been shown to increase GPA and retention rates. UTSA's Project LEAD (Leadership, Engagement, Academics, and Dedication) aims to increase student success and retention by creating targeted programming for academically at-risk students at early stages of their academic career: (1) incoming first-time, full-time freshmen admitted by holistic review and (2) students on academic probation or warning at the conclusion of their first-year. Project LEAD incorporates high impact practices, such as learning communities, service learning, and signature experience opportunities. All Project LEAD I and II participants will take course-work that applies to their respective degree while receiving intensive academic support and advisement, peer mentoring and coaching, social engagement experiences, and financial literacy training during a Summer LEAD Academy. Lead I and II participants will also receive intense academic and social support programming throughout the academic year following the Summer Academy.

Graduation Help Desk

UT System Funded Q-Leap Project 2017-2020

Undergraduate students encounter barriers to timely graduation. Some of these barriers are inadvertently put before students by institutional or administrative structures, routines, practices and procedures. Such barriers include issues with course scheduling, availability and access, and administrative paperwork and deadlines. While academic advisors are often the most knowledgeable resources about specific degree requirements, they are not always positioned or empowered to recommend changes to ingrained institutional policies and procedures that present roadblocks, nor do they necessarily have the authority to elevate students' concerns beyond their office or department. The Graduation Help Desk (GHD) will address these issues by creating a virtual, one-stop resource, with top-level support from institutional leadership, for students who need help resolving roadblocks to timely graduation.

Automated Services Fee to Support Student Success

A portion of automated services fee will be used to support technology that will be used for student success efforts. These are:

- New classroom support, extended hours support, and additional classroom technology to include Lecture Capture
- MyApps Software to include
 - Acrobat Reader DC
 - Microsoft Office 2016
 - ArcGIS mapping tool
 - ChemDraw (a tool to depict chemical structures and reactions)
 - MathCAD (math software which allows the presentation of calculations with plots, graphs, text, and images in a single document), and other math, engineering and analytical software
- Degree Works, which helps students to monitor their academic progress toward degree completion
- Support staff
- Student labs

Differential Tuition to Support Student Success

Differential tuition in the **College of Business** will allow UTSA to implement four student success initiatives. The first initiative seeks to enhance course availability, relieve scheduling bottlenecks, and increase students' flexibility in course scheduling. The second initiative provides timely and targeted enhanced direct assistance in quantitative and technical problem solving through multiple, convenient delivery modes. Third, a proposed increase in availability of undergraduate internship opportunities will help students develop professionally and secure employment upon graduation. Finally, a small portion of the differential will be for supporting the need to create enhanced active learning spaces. The college will create a new active learning classroom and student collaboration space, providing student-centered and technology-rich learning environments. These classrooms allow teaching methods where students and faculty are more engaged. They will also facilitate the development of collaboration and team leadership skills that are highly valued by employers.

In the **College of Engineering**, differential tuition will allow for enhanced student success programs. The primary use of these funds will be for technician positions that work directly with students. The technicians will create safety policies, maintain safety in all teaching labs, maintain all laboratory equipment, provide training for proper operations of equipment, and provide continuity in lab instruction over the years.

5B. Student Support, Including Mandatory Fees (per above)

Describe any demonstrated need for student support mechanisms, specifically related to mandatory student fees.

UTSA is recommending increases to the following mandatory fees:

- Athletic: \$1/SCH each academic year – removing the current 12 hour cap
- Student Services: \$0.39/SCH each academic year
- Transportation: \$9/SEM each academic year

The Student Services Fee and the Transportation Fee have not increased in nearly 10 years. The Athletic Fee last increased in fall 2013. Both the Athletic Fee and Transportation Fee have the support of the SGA for conducting a student body vote, which passed resolutions in support of a vote for them. The Student Services Fee increase had the support of the Student Services Fee Committee and the Student Government Association. The Tuition and Fee Committee passed these fees with the full support of those present at the meeting where the vote was held.

The Athletic Fee contributes approximately 45 percent of the \$27 million budget for UTSA Athletics, which includes 17 NCAA intercollegiate programs. The fee is authorized under TEC 54.5322 and supports more than 350 student athletes. Revenue generated from student fees is invested in each program and funds team travel and outfitting, facility maintenance and repair, recruiting, and student-athlete medical support. The fee increase will support:

- Hiring and retaining athletic managers and trainers to support student well-being
- Student life activities
- Recruitment of student athletes as a result of well-maintained and renovated athletic facilities
- Sufficient maintenance and operations support
- Sustaining and improving the competitive standing of the intercollegiate programs.

The Athletic Department is pursuing new and enhanced revenue streams to sustain and improve its operations. The department brought ticket sales in-house to revitalize the primary sources of revenue. Additionally, the department will pursue its first-ever capital fundraising campaign in the spring of 2018. The campaign will focus on generating funds for operations, as well as construction of new facilities. Also, Athletics has reduced their operating budget by 15 percent through cost-control measures while the average operating budgets of athletic programs in Conference USA have increased more than 17 percent.

The Student Services Fee supports many activities, and helps to create traditions for UTSA students. The fee is authorized under TEC 54.503. Current operations are funded using approximately \$610,000 of one-time reserve funds. Inflation and the cost of staff health benefits increased. Student Services staff was reduced, and the current services are not sustainable without a fee increase. This mandatory fee supports the following:

- Counseling Center
- One-Stop Enrollment Center
- Enrollment Services
- Student Activities
- Student Financial Aid
- Student Life Office
- Career Center
- Supplemental Instruction and Tutoring Services
- Testing Center

In addition to its focus on academics, the institution supports safety and prevention, wellness, engagement and involvement, employment, leadership skills, study skills and tutoring through the above programs and offices. These services help students remain in school, graduate in four years and gain employment.

The programs below—currently supported with one-time reserve funds—will be permanently funded with the increased fee revenue:

- Counseling Center psychologist residents
- Student leadership programming
- Continuing education for students
- Campus labs
- Creating traditions on campus (Roadrunner Days and BestFest Homecoming Event)
- Increased engagement with students through social media and other digital venues
- GivePulse, a digital platform that tracks student volunteer service hours

The Transportation Fee, authorized under TEC 54.5321, is the primary funding source for Campus Services Transit. The transit operation provides more than two million rides to students annually on and off campus, a 58 percent increase over the past 10 years. Transit Services helps to reduce the congestion on campus, reduces the student demand for parking, and provides convenience to students. The fee provides transit services to nearby apartment complexes so that students do not need to drive a car to campus. This reduces the cost of attendance since students would not be required to buy a parking permit. In addition, a shopping shuttle will be provided for the convenience of students who do not own a vehicle. The current services are not sustainable with current funding, and Campus Services projects an \$800,000 deficit annually for FY 2018 that requires subsidization from the university or a reduction in services. The cost of buses, staffing, fuel, maintenance, and other operational costs have increased over the past 10 years. This mandatory fee increase will support:

- Continuation of and additional transit service on campus and to nearby student apartment complexes
- Bus repairs and long-term bus replacement
- Needed bus drivers
- Reduction in single occupant vehicles, traffic near campus, parking demands, and campus traffic congestion

5C. Faculty Recruitment, Retention, and Excellence

Consider recent trends in faculty data outcomes, such as market salary and equity pay adjustments, recruitment and retention initiatives, etc., and the impact of new net tuition revenue allocated to related initiatives.

Recruitment and retention of faculty and staff is critical to accomplishing the strategic initiatives of UTSA. UTSA will begin a strategic hiring effort tied to its theme “Excellence of our People,” focusing on hires through GURI, CPRIT, STARS, and endowed chairs. The university will continue to add faculty in areas of research strength through cluster hiring, a strategy which has proven very successful over the past two years. Addition of faculty will also help reduce the student-faculty ratio, so that class sizes can be gradually reduced, leading to more personalized instruction and increased student success.

5D. other (including infrastructure, technology, etc.)

Automated Services Fee

The Automated Service Fee is authorized under TEC 55.16, and supports the costs associated with managing, maintaining, upgrading, and general operations of the university technology infrastructure, electronic resources, and online services. Student success depends on having reliable and robust technology, such as network and computer systems. The fee rate has remained the same since fall 2007 and operations are projected to have a \$500,000 shortfall in FY 2018 and \$1.4 million shortfall in FY 2019. Current services are not sustainable and are being supplemented with one-time reserve funds. Keeping talented and innovated staff is challenging. Technology and staffing cost have increased dramatically over the last 10 years. The Office of Information Technology staff has downsized and decreased its staff by 41 FTE (23 percent). Additionally, OIT consolidated business operations to increase efficiencies and reduced training and travel budgets. This mandatory fee supports the following services:

- Network maintenance and upgrades (both wired and wireless)
- Student Information System (ASAP)
- Cybersecurity initiatives

The increase in revenue will help to address the following challenges:

- Future network upgrade
- Continued wireless upgrade requirements beyond our existing system
- Additional new classroom support
- Support for extended classroom hours (early mornings, late nights, weekends)
- Continued additions to security requirements (desktop encryption, etc.)
- Movement to cloud services
- Classroom capture campus wide
- IT research support

Sustainability Initiatives

UTSA recommends increasing designated tuition \$0.33 per SCH (\$5 per regular semester per student) to be allocated toward university-wide sustainability initiatives. The funds will support one full-time equivalent employee for the Office of Sustainability and projects approved by a student committee. Examples of initiatives that may be implemented include hydration stations, upkeep and maintenance of the UTSA community garden, additional rooftop solar panels, and additional Big Belly Solar compactors.

Section 6: Impact on Students – Affordability

6A. Discuss the impact of proposed increases of total academic cost on student affordability. Provide any data that demonstrate the estimated impact on students, especially in low- and middle-income groups, based on the estimated net price, financial aid recipient mix, student demographics, student debt, etc.

Over the course of several tuition and fee committee meetings, plus meetings directly with the Student Government Association Executive Council, UTSA's Tuition and Fee Proposal has undergone several revisions to closely align the final proposal to student needs. For example, UTSA students initiated an effort to incorporate a sustainability program at a very modest tuition increase of \$.33 cents per credit hour (aimed at \$5 a semester increase in total academic costs) to support the programs started under the prior Green Fee. They also were supportive of the fact that differential tuition will greatly improve safety and equipment training for students using the College of Engineering labs. The student members of the committee were able to reflect on the outcomes that tuition and fee increases will have, understanding how the increases will add value to their educational experiences and continue to benefit them even after they graduate.

The committee was also in favor of earmarking 15% of the differential tuition increases for financial aid, which will provide direct assistance for student in those colleges.

UTSA serves many low-income students, with more than 11,000 undergraduate students receiving Federal PELL grants each year. The university's current awarding philosophy continues to take into consideration a percentage of the demonstrated need to award limited grants and scholarships based on financial need, application date, and fund availability. The neediest students, who have a family contribution of zero, will have 90 percent or more of their tuition and fees covered through grants and scholarships provided they apply by the application deadline and meet eligibility criteria for institutional and state grant programs. Less needy students will have their need met on a proportional basis. The tuition increase will generate additional funds earmarked for assistance to help fill any gaps for low-income and middle-income students.

Below is a snapshot of how our students are using financial aid in FY17.

- More than \$21 million in need-based institutional grants and scholarships were awarded to students during the 2016-17 year. An additional \$3.7 in merit-based scholarships were awarded.
 - Average grant/scholarship package for first-time, full-time freshmen = \$8,927
 - Average grant/scholarship package for all students (including freshmen) = \$7,576
- More than \$22 million in need-based state grants (Texas Grant) was awarded to 4,400+ students during 2016-17, with an average grant of \$5,000.
- 70% of the students who demonstrated need via the Free Application for Federal Student Aid (FAFSA) received need-based grants and scholarships

UTSA responds to student financial needs effectively, given the demographics of our population. The net price from the latest 2015-16 Integrated Postsecondary Education Data System (IPEDs) for FAFSA filers based on student income levels is as follows:

Income	Net Price
\$0-\$30,000	\$9,617
\$30,001 - \$48,000	\$10,707
\$48,001 - \$75,000	\$13,320
\$75,001 - \$110,000	\$16,880
\$110,001 and more	\$18,597

Students make up the net price by borrowing low-interest federal student loans. For first-time freshmen, the average subsidized Stafford loan was \$3,474 and the average for all undergraduates was \$4,312 during the 2016-17 year. Approximately 63 percent of the undergraduate student population at UTSA borrowed some form of student loans, with an average federal loan debt of \$24,980 upon graduation, which is below the national average. The percentage of students who start at UTSA and incur federal debt as well as all other debt has actually declined since the 2014-15 academic year. Continued efforts will be made to decrease student loan debt for our student population as we look at increasing set asides and expanding scholarship programs.

6B. Briefly describe any new or ongoing tuition and fee policy innovations such as flat rate tuition, rebates, and discounts also impact affordability.

UTSA will continue to offer a Guaranteed Tuition Plan to undergraduates. Review of this program has led to the recommendation to hold the price of the program flat (unless you are College of Business or College of Engineering student) and to encourage more students to enroll in this option which offers a predictable and stable tuition pricing.

6C. Briefly discuss planned usage of additional financial aid set-aside amount that would result if requested increases are granted.

With an increase in tuition, the additional funds set aside for need-based financial aid will be in the form of grants or work-study for undergraduate and graduate students. UTSA recognizes that many of our students work while attending school. The university sets aside \$1,425,000 every year for work-study jobs, which is more than the federal and state allocations combined. If tuition and fees increase, the percentage of grants and/or scholarships offered will also need to increase to offset the additional cost to students. The net price should not increase more than the amount of the increase in total academic cost.

Students are awarded a percentage of their tuition and fee costs based on:

- Application date
- Financial Need
- Admitted status (new incoming students)
- Completion of 30 hours and maintaining academic progress (continuing students since Fall 2014)

Section 7: Efficiency and Sustainability

Discuss steps being taken to reduce costs and improve efficiency or sustainability of the institution. Briefly describe and quantify, if possible, any expected cost reduction measures or improvement in the efficiency and sustainability of the campus.

Under the leadership of President Eighmy, UTSA has begun launching several presidential initiatives and strategic initiatives aimed at making UTSA a university providing transformational capabilities to its students. UTSA is poised to become more efficient and sustainable through the initiatives described above.

The Student Success Task Force will develop an integrated student success plan that includes goals, metrics, accountability, and self-assessment. The plan will adopt a student-focused strategy and consider a pipeline continuum from K-12 through recruitment, enrollment, academic progress, career services, and placement. This task force will examine best practices from other institutions and think expansively about administrative structure, accountability, and resources.

A second task force, the Strategic Enrollment Task Force, will develop an integrated strategic enrollment plan that includes goals, metrics, accountability, and self-assessment. The plan will adopt a creative, data analytics-driven strategy for strategic enrollment, examining the main and downtown campuses, as well as online offerings. The task force will create a set of guiding assumptions around work force needs, weighted semester credit hour production, and differentiated tuition, as well as capital, infrastructure, student services, and faculty line needs. Considerations will include the 60/30 TX Higher Education Plan (Texas Higher Education Coordinating Board) as well as the optimal mix of undergraduate and graduate students, in-state and out-of-state students, and international students.

With a focus on delivering operational and infrastructure excellence, the Finance and Budget Modeling Task Force will create a new budget model that is transparent, data-driven, supports entrepreneurship and innovation, and aligns resources needed for our strategic mission, vision, and themes. In addition to assessing our current financial practices, this task force will develop strategies to optimize our financial resources and our expenditures by adopting best financial practices. Additionally, a committee also is studying how to optimize credit hour production prior to the next legislative collection of semester credit hour produced for the base period.

UTSA annually assesses current processes and activities that can contribute to cost containment and develops plans for increased productivity and efficiency. For example, this past fall every unit on campus conducted a review of expenditures to achieve a 1.9% budget reduction in order to provide needed funding to support a merit program, which helps our retention and recruitment of high-quality faculty and staff. The university will continue the evaluation of job position vacancies, the consolidation of work functions, and the optimization of available resources.

The Facilities Division has been working since this summer to create operational efficiencies in utility consumption, collaborating with an academic department to execute a grant for rainwater harvesting, thereby saving water costs for the university and being more sustainable. The Police Department is working collaboratively with all UT system police departments to identify purchases that can be bundled for the entire UT System to procure, thereby achieving maximum cost savings. This program is currently being discussed to determine potential use in future.

The university launched a new e-procurement platform that takes advantage of showcase suppliers, which were vetted by the Purchasing Department and offer the best value for price and quality. The system offers greater buying power,

thus lowering cost for departments. The university continues to review, re-evaluate, renegotiate contracts, and consolidate services for opportunities to lower costs, improve efficiency and productivity, and maintain safety. The program to limit our copier contracts from nine vendors to two has just starting its first year of operation and the university expects to see direct and indirect savings once all contracts are moved to the two preferred vendors.

The OIT Department cancelled a consulting contract valued at \$186,000 annually and is evaluating those services with a consortium research firm at a fraction of the annual costs provided by the major consultant. Another example from the Research Division was to deploy a less costly version of time and effort software this past year, resulting in overall savings. Student Affairs has reviewed services over the past two years, consolidating positions and using Skype to conduct student services at locations where a full-time staff member is not an effective use of resources.