A survey of the finance and executive officers of the statewide coordinating and governing boards in the United States and one Canadian province (Manitoba) gathered information on state policy regarding college costs, tuition, and student financial aid. The first part, completed by finance officers, asked specific questions about the responsibility for policy formation on a variety of related financial issues, resource allocation within the public sector, factors affecting decisionmaking, perceptions of state policy, and state efforts to gather information on which to base policy decisions. Some specific responses are presented. In the second part, completed by state executive officers, respondents were asked to state their agreement with, action on, concern about, or opinion concerning statements on a variety of financial policy-related issues. Responses (and survey questions) are presented by board type (coordinating or governing) and as percentages of that group and of the whole group. In this survey, individual responses were confidential. (MSE)
The following survey was completed in February and March 1988 by the finance and executive officers of the statewide coordinating and governing boards which make up the membership of SHEEO (Part I was completed by finance officers; Part II by executive officers). The survey was commissioned by the SHEEO Committee on College Costs chaired by Gordon Davies, Director of the State Council of Higher Education for Virginia. Assisting in the survey design were Denis J. Curry (of Curry and Associates), Michael Mullen (of the Virginia Council), and John Wittstruck, Director of the SHEEO/CES Network. Jennifer Afton provided research assistance. Copies of individual state responses to Part I are available from the SHEEO office. Individual executive officer responses to Part II are confidential.

In addition to this survey, the Committee on College Costs commissioned the following reports which are available from the SHEEO Office.

- **Tuition and Student Aid Policies: What Role For SHEEOs?**
  Denis J. Curry, $8

- **The Cost of Providing Higher Education: A Conceptual Overview**
  Paul Brinkman, $8

- **Focus on Price: Trends in Public Higher Education: Tuition and State Support**
  John Wittstruck and Steve Bragg, $15

Your comments and questions are welcomed.

James R. Mingle
Executive Director
PART I

Total respondents in Part I = 49 states and 1 Canadian province.

Tuition Policy

Definition: The term "tuition" as used in this survey is intended to mean tuition and required fees charged to all students in a category (e.g., full-time undergraduate residents). It does not include laboratory or course fees or fees which are optional on the part of students.

1. Which of the following agencies has the legal responsibility for establishing tuition rates for public institutions in your state? (If the legal responsibility only implements the decision of another body, or a statutory formula, please indicate and explain.) Check as appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Research Universities</th>
<th>State Coll &amp; Universities</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional or system governing boards</td>
<td>42</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>State coordinating board</td>
<td>3 (Connecticut, Oklahoma, Kentucky)</td>
<td>3 (Connecticut, Oklahoma, Kentucky)</td>
<td>4 (Connecticut, Oklahoma, Kentucky, Wyoming)</td>
</tr>
<tr>
<td>Legislature</td>
<td>4 (Texas, Washington, Nebraska, California)</td>
<td>4</td>
<td>4 (Manitoba)</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td>1 (Manitoba)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49 (less S. Dak.)</td>
<td>49 (less Wyoming)</td>
<td>48 (less New Hampshire and So. Dakota)</td>
</tr>
</tbody>
</table>

Comments

In most states, it is the institutional or system governing board which sets tuition rates. Only a few legislatures play a direct role in setting tuition; however, as indicated in the exceptions below many play an indirect role by establishing limits or guidelines and by requiring a specified level of revenue that must be generated from tuition (see also question 4, part I). Additional state coordinating boards may also play a role in determining rates through their recommending authority and advisory role in budget development.
Exceptions/Explanations

CALIFORNIA: The methodology for tuition rates for the University and State University is set in statute, to be implemented by the governing boards subject to approval by the legislature and governor. The policy for the community colleges is also set in statute but the governing board plays no role in the fee implementation process.

CONNECTICUT: Changes are initiated by the system governing boards. The coordinating board has the final approval.

FLORIDA: The legislature establishes a total amount of fee revenue annually in the general appropriations act. The respective boards adopt specific tuition levels in order to generate the total amount. (A similar explanation was offered by Virginia. For a complete list of states which set tuition as a percentage of the state appropriation or "instructional cost," see question 4.)

KANSAS: Statute specifies a tuition rate for community colleges. Local boards set tuition within this range.

KENTUCKY: The state coordinating board sets tuition; governing boards set mandatory fees.

NEBRASKA: Institutional governing boards determine tuition levels which must be approved by the legislature through the appropriations process.

MANITOBA: Community college tuition rates are established by the provincial cabinet.

MISSISSIPPI, MARYLAND, MONTANA and IDAHO indicated that local boards establish community college tuition rates.

OKLAHOMA: The legislature establishes limits.

SOUTH DAKOTA: The revenue is specified by the legislature, and the governing board sets the tuition rate to achieve that revenue.

TEXAS: Institutions may raise graduate rates and professional school rates for specified degrees. The coordinating board may recommend that the legislature increase tuition rates at all levels.

WASHINGTON: Boards of trustees and regents adopt statutorily mandated levels based on coordinating boards calculated costs.

WYOMING has no "state colleges and universities," thus the total of 49 in this column.
2. Approximately what percentage of undergraduate resident tuition revenue is used to support education and general costs (either directly or, in the case of revenue deposited in the state treasury, indirectly)?

<table>
<thead>
<tr>
<th>Percentage of tuition revenue used for E&amp;G</th>
<th>Research Universities</th>
<th>State Colleges and Universities</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100%</td>
<td>16</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>61-80%</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>41-60%</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>21-40%</td>
<td>8</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>0-20%</td>
<td>8</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

Comments

The most common practice in the states is to devote most or all of tuition revenues for use in support of education and general expenses. However, a significant number of states use tuition primarily for other purposes — debt service, for example.
Part I
Question 3

3. Which of the statements below best describes the treatment of tuition revenue available for operations in the budget process? Please check one and note important exceptions.

30 A. Tuition and fee revenues are controlled and retained by institutional and system governing boards. Estimates of this revenue are used by the state budget office and/or the coordinating board in developing budget requests and recommendations.

6 B. Tuition and fee revenues are controlled and retained by institutions, but estimates of revenue are not considered in developing requests or appropriations.

12 C. Tuition and fee revenues are deposited in the state treasury. Institutions receive an appropriation from these "special revenue funds" in addition to their tax revenue appropriation.

4 D. Tuition and fee revenues are deposited in the state treasury as general revenue and their return to higher education is only inferred.

Comments

In most states (36), tuition and fee revenues are retained and controlled by institutional and system governing boards.

(Two states responded differently for different sectors, thus 52 responses. California indicated response "A" for the University of California, response "B" for the California State University System, and Manitoba indicated response "D" for community colleges, response "A" for all other institutions.)

Exceptions/Explanations

LOUISIANA: Response "B" - Tuition and fees, while maintained by the institutions, must be appropriated before they can be used.

MARYLAND: Response "C" - Community colleges receive a grant of state funds. Budgets, however, are not reviewed at the state level.

MINNESOTA: - Response "A" - Although tuition revenue from the state university and community college system is deposited in the state treasury, these systems have complete control over the funds.

NORTH CAROLINA: Response "C" - Tuition is deposited with the state treasurer but is an integral part of the academic budget of each institution. Fees are deposited with the state treasury but the institution has considerably more control than with tuition revenues.

OKLAHOMA: Response "C" - Funds are deposited in the institution's account in the state treasury. They may not be spent until appropriated by the coordinating board.
4. Which of the following statements best describes the tuition policy in your state? Please check one.

8  A. Expected tuition and fee revenue is established by statute or regulation as a specified percentage of instructional cost or general state appropriations.

   Connecticut       New Jersey
   Florida           Tennessee
   Georgia           Virginia
   Minnesota         Wisconsin

4  B. Tuition and fee rates are established by statute or regulations as a specified percentage of per-student costs or general state appropriations.

   Arizona
   California (see note below)
   Illinois
   Washington

If either A or B is checked:

What percentage is used? See explanation section.

What is the definition of cost? See explanation section.

25  C. Tuition and fee rates are established by institutional or system governing boards and are viewed as the difference between institutional needs and state appropriations. Tuition rates are often established after receiving indications of the level of state support to be provided.

12  D. Tuition and fee rates are established by institutional or system governing boards with little or no explicit consideration of state appropriations. Rather, these rates are more a matter of competitive forces and what the market will bear.

4  E. Tuition and fee rates are set by the legislature or the coordinating board.

Note: Three states gave 2 responses each; two states gave no responses; hence 53 responses total. New Mexico indicated response "C" for four-year institutions, response "D" for two-year. See other notes in explanations/exceptions.
Comments

The strategies and policies used to set tuition differ significantly among the states. Only 12 states indicated that tuition and fee revenue or rates were formally established as a "percentage of cost." Half of the respondents to this survey (25) said that institutions set tuition after receiving indications of the level of state support in order to balance budgets.

Exceptions/Explanations — States setting tuition as a percent of cost — percentages and definitions of cost.

CALIFORNIA: There is not a set percentage for per-student costs. Rather, the statute for fees provides an indexing methodology for increases which is based on annual charges in the per-capita student increases in state general fund apportionments. The methodology thus contains prices rather than costs.

CONNECTICUT: Policy is established by board guidelines at 20-25% of prior-year appropriations. Costs are defined as E & G expenditures.

FLORIDA: The goal is 25% (presently near 23%). Costs are direct instructional costs for the prior year plus a prorated share of "shared costs" (administration, library, etc.).

GEORGIA: Twenty-five percent of total education and general less public service, continuing education, major repair and replacement funds, and other improvement items.

ILLINOIS: The specification of tuition as a percent of costs is a matter of board policy in the development of budget recommendations, not statute. Tuition and fee revenue is not to exceed one-third of instructional costs. Annual unit cost studies are the basis for determining costs. State appropriations for retirement, capital improvements, research and public service are excluded.

MINNESOTA: Policies limited to tuition revenue only (required fees excluded); 33% for collegiate systems and 26% for technical institutes. Fully-allocated instructional cost includes expenditures for direct instruction and support attributable to instruction.

VIRGINIA: Percentages by level, type of institution, and residency status ranging from low of 22.6% in community colleges to a high of 40% in some four-year institutions. The "adjusted educational and general cost" is total cost less community education/community service/public service, research, medical/dental, veterinary medicine ancillary support, indirect costs, federal appropriations and reimbursements from outside agencies.

WASHINGTON: Percentages by level, type of institution, and residency status ranging from a low of 23% for resident graduates in senior institutions and resident undergraduates in community colleges to a high of 75% for nonresident graduates in regional institutions. Cost is defined as direct instructional costs and indirect costs allocated to instruction.

WISCONSIN: Thirty-five percent instruction, student service, academic support plus pro-rata share of administration, physical plant, and depreciation.
Part I
Question 5

5. Do the tuition-setting bodies in your state use any of the following factors formally or informally in setting tuition levels? Check all that apply.

14 Consumer price index
12 Higher education price index
  7 Personal Income
  33 Levels at peer or competing institutions
  30 Other

Which of the above is most important?

1. Levels at peer or competing institutions = 15
2. Level of the state appropriation = 12 (write-ins to "other" category)
3. Consumer price index = 3
4. Higher education price index = 2
5. Personal income = 0

Comments

Market forces and the level of state support which institutions may expect are far more powerful factors in setting tuition than such external indices as the consumer price index. (For further analysis of the relationship between tuition and state support, see questions 4 and 10 in Part I and question 1B in Part II.)

Other factors mentioned by states included:

NEW HAMPSHIRE: None used, however, variances from CPA and HEPI trends are often referenced during negotiations.

NEW JERSEY: Market forces/constituency/political impact.

NEW MEXICO: Incremental pricing.

 PENNSYLVANIA: Since tuition is established by each college/university/state system, the factors employed to determine the tuition level are unknown at the state level.

PUERTO RICO: Credit rating of the university system for capital improvement projects.

RHODE ISLAND: Relationship of tuition increases to the growth in institutional education and general spending. The interrelationship between undergraduate and graduate, full-time and part-time, and resident and non-resident tuitions.

SOUTH DAKOTA: Establish the lowest rates possible and still generate the specified revenue.

 TENNESSEE: Levels at comparable regional institutions.

 UTAH: Fuel costs of institutions. Institutional category.

 WYOMING: Provide an education as nearly "free" as possible.
6. Which of the following statements best describes the operating budget process in your state?

A. The state higher education board and/or executive budget office establishes formula guidelines based on workload factors and average or standard costs with some differentiation based on such factors as enrollment level, discipline and/or institutional type.

Arkansas
California
Florida
Georgia
Kansas
Kentucky
Louisiana
Mississippi
Montana
New Mexico
North Dakota
Ohio
Oklahoma
South Carolina
Tennessee
Texas
Virginia

B. Budget requests are developed by individual campuses based on general executive or legislative branch guidelines which are incremental in nature and often distinguish between continuing operations and new programs.

Alabama
Alaska
Arizona
Delaware
Florida
Hawaii
Illinois
Indiana
Manitoba
Maryland
Massachusetts
Nebraska
New Hampshire
New Jersey
South Dakota
Vermont
Virginia
Washington
West Virginia
Wyoming

C. Other (describe briefly).

Colorado
Connecticut
Idaho
Michigan
Minnesota
Missouri
Nevada
New York
North Carolina
Oregon
Pennsylvania
Puerto Rico
Rhode Island
Texas
Utah
Wisconsin

Comments

Only seventeen of the 50 respondents (34%) describe their operating budget process as having formula guidelines.
7. At any time in the past ten years has there been a significant change in the policy on which tuition is based, for example, an extraordinary change in tuition rates, and/or a significant change in the percentage of cost or state appropriations borne by students.

33 = Yes    14 = No

If yes, please indicate the nature of the change, when it occurred, to whom it applied and the major reason for the change (e.g., decline in revenue, tax limits, shift of funds to state-mandated program, etc.)

Comments

The past decade has been a period of significant change in the policy on which tuition is based. Of those responding "Yes" to this question, a majority (57.6%) indicated that limited state revenues and appropriations was the principle cause for a significant change in tuition policy, and tuition was used as a source of revenue.
8. In the case of revenue shortfalls or revisions of current year appropriations, institutional governing boards and/or the legislature have imposed tuition and fee surcharges to compensate for the lost revenue (check one).

2 = Often
7 = Occasionally
9 = Seldom
26 = Never
4 = This state has not had a significant revenue shortfall in the past ten years.

Comments

Over half (54.2%) of respondents indicated that institutional governing boards and/or the legislature have never imposed tuition and fee surcharges to make up for lost revenue.

Only 9 of the 48 respondents indicated that this practice was used "occasionally" or "often."
9. Must these surcharges be approved by the legislature, coordinating board or other body?

13 = Yes

13 = No

23 = Not applicable

___ If yes, by whom?

Comments

For those states that must have their surcharges approved, they must be approved by the following bodies:

GEORGIA: by system control board

IDAHO: by governing board

ILLINOIS: ("Yes" and "NA"): Tuition not formally approved by any other body; however, without legislative approval of appropriation authority, the revenues collected cannot be spent.

 LOUISIANA: by management board

NEVADA: by University of Nevada System Board of Regents

NEW HAMPSHIRE: by Board of Trustees

OREGON: by legislature

PUERTO RICO: by the Council which is both governing and coordinating board in Puerto Rico.

TEXAS: only the legislature can increase the fees structure

UTAH: by state governing board

VIRGINIA: by legislature

WEST VIRGINIA: by governing board

WISCONSIN: by Board of Regents, legislature must approve expenditure of the fee revenues
10. Do your state's public institutions provide waivers of tuition to categories of students (e.g., children of deceased firefighters, needy resident students, teaching assistants)?

   46 = Yes
   4 = No

If yes, approximately what percentage of total revenue is waived by different types of institutions?

Generally less than 20% of total revenue is waived by different types of institutions. Among research universities, 47.1% of respondents reported waiving only 0-5% of total revenue; 29.4% reported waiving 6-10% and 17.7% reported waiving 11-20%.

Responses for regional universities clustered in the same area: 66.7% reported waived revenue of 0-5%; 11.1% each reported waiving 6-10% and 11-15% and only one respondent (5.6%) reported a waiver of 16-20%.

Among community colleges, 60% of respondents reported 0-5% of total revenue waived, and 26.7% reported 6-10% waived. One respondent each reported waivers of 26-30% and 31-35%.

It should be noted that there was one exception to the low percentages of total revenues waived. Kansas reported that up to 60% could be waived at both its regional and research universities.

The most common waiver programs (partial or full) include those for:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior citizens</td>
<td>19</td>
</tr>
<tr>
<td>Faculty or staff or other institutional</td>
<td>17</td>
</tr>
<tr>
<td>employees or their dependents/spouses</td>
<td></td>
</tr>
<tr>
<td>Academic scholarships</td>
<td>12</td>
</tr>
<tr>
<td>Teaching assistants</td>
<td>11</td>
</tr>
<tr>
<td>Athletic scholarships</td>
<td>10</td>
</tr>
<tr>
<td>Graduate assistants</td>
<td>11</td>
</tr>
</tbody>
</table>
11. Does your state have explicit state policies (legislation, rules, written guidelines) which govern tuition and fee policy in the following areas? Briefly describe.

(Note: States that answered "yes" with or without explanation, are noted below.)

A. Non-residents (as to tuition and fee rates)

- Alabama
- Arizona
- Arkansas
- Connecticut
- Florida
- Georgia
- Hawaii
- Illinois
- Kansas
- Kentucky
- Louisiana
- Massachusetts
- Minnesota
- Mississippi
- New Hampshire
- New Jersey
- New Mexico
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Puerto Rico
- Rhode Island
- South Carolina
- Tennessee
- Utah
- Virginia
- Washington
- Wyoming

Comment

Nonresident fees are most often reported as being a multiple of resident fees (11 respondents out of 31 or 35.5%). Numbers given range between 2 and 4 times.

B. Foreign nationals:

- *Alabama
- *Arkansas
- *Connecticut
- *Florida
- *Georgia
- *Kentucky
- *Louisiana
- *Massachusetts
- *Mississippi
- *North Carolina
- *New Jersey
- *Ohio
- *Oklahoma
- *Puerto Rico
- *Tennessee
- *Utah
- *Virginia
- *Washington

*-Same as "non-resident" policies

C. Level differentiations (lower, upper division, undergraduate, graduate)

- Arkansas
- Connecticut
- Hawaii
- Kansas
- Kentucky
- Montana
- North Dakota
- New Jersey
- Oklahoma
- Puerto Rico
- Rhode Island
- Tennessee
- Utah
- Virginia
- Washington
Comment

When states differentiate between levels, it is most often between graduate and undergraduate (18 respondents of 18). However, six respondents also differentiate by certain professions (health, law, etc.).

D. Room and board charges

<table>
<thead>
<tr>
<th>Connecticut</th>
<th>Puerto Rico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Kansas</td>
<td>Utah</td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
</tr>
</tbody>
</table>

E. Mandatory non-instructional fees (e.g. student services, athletics, health, etc.)

<table>
<thead>
<tr>
<th>Connecticut</th>
<th>Ohio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>Oklahoma</td>
</tr>
<tr>
<td>Kansas</td>
<td>Oregon</td>
</tr>
<tr>
<td>Montana</td>
<td>Puerto Rico</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Utah</td>
</tr>
<tr>
<td>North Dakota</td>
<td>Virginia</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Washington</td>
</tr>
</tbody>
</table>
12. In comparison to national levels I consider resident undergraduate tuition in my state to be (categorize according to the following scale):

Responses to Question 12 expressed as number and percentage

<table>
<thead>
<tr>
<th></th>
<th>Far Below Average</th>
<th>Below Average</th>
<th>About Average</th>
<th>Above Average</th>
<th>Far Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>8 = 18.6%</td>
<td>15 = 34.9%</td>
<td>6 = 14%</td>
<td>9 = 20.9%</td>
<td>5 = 11.6%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>8 = 17.4%</td>
<td>18 = 39.1%</td>
<td>10 = 21.7%</td>
<td>6 = 13%</td>
<td>4 = 8.7%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>7 = 16.3%</td>
<td>18 = 41.9%</td>
<td>6 = 13.9%</td>
<td>8 = 18.6%</td>
<td>4 = 9.3%</td>
</tr>
</tbody>
</table>
Part I
Question 13

13. A. Does your board and/or the legislature have a policy on state student financial aid?

29 = Yes          20 = No

States that responded "Yes:"

Alabama
Alaska
California
Connecticut
Delaware
Florida
Georgia
Illinois
Indiana
Kentucky
Manitoba
Maryland
Massachusetts
Minnesota*
Nevada
New Jersey
New York
North Dakota**
Ohio
Oklahoma
Oregon
Puerto Rico
Rhode Island
Tennessee
Texas
Vermont
Virginia
Washington
West Virginia

*Minnesota comments: Assumption relates to expected portion of the cost of attendance, not need.

**North Dakota comments: Only to the extent that we have legislation authorizing two state grant and scholarship programs.

B. If Yes, does the policy include an assumption of the expected portion of financial need to be met by students/parents?

16 = Yes          3 = No

States that responded "Yes:"

ALABAMA: Federal Need Analysis Standards
ALASKA: 9%
CALIFORNIA: (No comment)
CONNECTICUT: Use CSS needs assessment
GEORGIA: (No comment)
INDIANA: Uniform Methodology contribution
KENTUCKY: A function of needs assessment
MANITOBA: Depends on need level and income
MINNESOTA: 50% (see note above)
NEW JERSEY: Similar to federal
OKLAHOMA: Maximum 25% of tuition, fees
OREGON: (No comment)
RHODE ISLAND: Based on needs analysis and CSS formula
TEXAS: (No comment)
VIRGINIA: Varies by income level
WEST VIRGINIA: Varies

C. Does the policy include an assumption (or objective) of the portion of financial need to be borne by state government?

6 = Yes  27 = No

States that responded "Yes:"

GEORGIA: (No comment)

MINNESOTA: Varies. The portion of the cost of attendance not financed by the student, their parents or a Pell grant is financed by the state

NEW JERSEY: Tuition costs

OKLAHOMA: Maximum 75% of tuition, fees

RHODE ISLAND: Based on needs analysis and CSS formula

TEXAS: Depends on students' ability to pay
14. Has your state conducted a study of the level of indebtedness of students or the extent to which recent tuition and student aid policies have affected access and enrollment patterns?

19 = Yes

States responding "Yes:"

Alabama
California
Colorado*
Connecticut
Florida
Georgia
Hawaii
Illinois
Manitoba
Maryland

Minnesota
Montana
New Mexico
North Carolina
Ohio
Oregon
South Dakota
Virginia
Washington

*in progress
15. **Is your state studying the following types of financial aid programs?**

(Percentages are measured against total responses for each question.)

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tuition guarantee plans (e.g. Michigan Plan)</td>
<td>26 = 60.5%</td>
<td>17 = 39.5%</td>
</tr>
<tr>
<td>B. Education savings plans (e.g. Illinois Plan)</td>
<td>28 = 65.1%</td>
<td>15 = 34.9%</td>
</tr>
<tr>
<td>C. State-based work/study programs (e.g. Washington, Colorado)</td>
<td>11 = 28.2%</td>
<td>28 = 71.8%</td>
</tr>
<tr>
<td>D. Loan forgiveness programs for targeted fields (e.g. education)</td>
<td>20 = 47.6%</td>
<td>22 = 52.4%</td>
</tr>
<tr>
<td>E. Community/public service with some tuition benefits</td>
<td>7 = 18.4%</td>
<td>31 = 81.6%</td>
</tr>
<tr>
<td>F. Merit-based scholarships</td>
<td>17 = 43.6%</td>
<td>22 = 56.4%</td>
</tr>
<tr>
<td>G. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DELAWARE:** Studying "scholarship/loan" program which is field specific or even job-location specific. Scholarship becomes loan if field or job is not obtained.

**NEW JERSEY:** Legislation is pending for support of non-traditional students (part-timers, single parents).
16. Has your state passed legislation implementing the following new types of financial aid programs?

A. Tuition prepayment plans (e.g. Michigan Plan) = 5
   - Florida
   - Indiana
   - Michigan
   - Tennessee
   - Wyoming

B. Tuition savings plans (e.g. Illinois Plan) = 4
   - Illinois
   - Kentucky
   - North Carolina
   - Virginia

C. State-based work/study programs (e.g. Washington, Colorado) = 12
   - California
   - Colorado
   - Florida
   - Indiana
   - Kansas
   - Kentucky
   - Minnesota
   - Montana
   - New Mexico
   - Vermont
   - Washington

D. Loan forgiveness programs for targeted fields (e.g. education) = 29
   - Arkansas
   - California
   - Colorado
   - Connecticut
   - Delaware
   - Florida
   - Georgia
   - Hawaii
   - Illinois
   - Indiana
   - Kentucky
   - Maryland
   - Massachusetts
   - Missouri
   - Mississippi
   - North Carolina
   - New Jersey
   - New Mexico
   - Ohio
   - Oklahoma
   - Oregon
   - Tennessee
   - Texas
   - Vermont
   - Virginia
   - Washington
   - Wisconsin
   - West Virginia

E. Community/public service with some tuition benefits = 5
   - California
   - Colorado
   - Florida
   - Manitoba
   - Virginia
F. Merit-based scholarships = 20

Arkansas            North Dakota
Colorado            New Jersey
Delaware            New Mexico
Florida             Ohio
Georgia             Oklahoma
Illinois            South Dakota
Indiana             Tennessee
Kentucky            Utah
Maryland            Virginia
North Carolina      Washington

Comments

Of the newer types of state-based financial aid initiatives, loan forgiveness and merit scholarship programs are by far the most popular. Despite considerable study, which continues, only five states have adopted tuition prepayment plans, while an additional four have adopted savings plans.
17. **Has your staff and board undertaken any studies targeted at studying costs/improving productivity? Please list.**

**ARIZONA:** Commission on Effectiveness, Efficiency and Competitiveness

**ARKANSAS:** For the past year we have studied these issues in preparing our budget approach for the 1989-91 semiannual budget request for higher education.

**GEORGIA:** Under constant review, current interest in cost of academic middle management.

**ILLINOIS:** (1) Board report: "Assuring Program Effectiveness in Higher Education - The Role of the Board of Higher Education," January 5, 1988. (2) The Board has the statutory responsibility to review all existing programs of instruction, research, and public service. This is an on-going staff activity. (3) Annual Studies: Academic Unit Cost Study; Comparative Cost Study; Faculty Credit Hour Study; Program Major Cost Study.

**MINNESOTA:** The Coordinating Board plans a study of strategies for cost containment.

**MONTANA:** Formula Review Study currently underway.

**NEW JERSEY:** Strategic Plan to Meet the Goal of Affordability.

**OHIO:** We study average costs by program and level for the purpose of budgeting. Since our costs are below average due to historically low state support, and given institutional desire to limit fees, we have not placed a priority on reducing costs further.

**OREGON:** Not yet, but such a study is called for in the state plan for education during the 1987-93 period.

**RHODE ISLAND:** Faculty productivity.

**SOUTH CAROLINA:** We look at the issues of allocation vs. expenditure each year when we make formula revisions.

**VIRGINIA:** (1) Auxilliary Enterprises: Expenses and Revenues Related to Intercollegiate Athletics. (2) Student Assessment. (3) Remedial Education.

**Note:** In addition to the above, the Iowa State Board of Regents (whose response came too late to be included) is currently conducting an "Organizational Audit" of its institutions.
**PART II - For Executive Officers**

Total Respondents in Part II = 47 states and 1 Canadian province

Part II

Question 1

1. Please indicate your response to the following questions using the scale:

<table>
<thead>
<tr>
<th>Strongly Agree=1</th>
<th>Agree=2</th>
<th>Disagree=3</th>
<th>Strongly Disagree=4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number and percent of respondents in each category who either &quot;agree&quot; or &quot;strongly agree.&quot;</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coordinating</strong></td>
<td><strong>Governing</strong></td>
</tr>
<tr>
<td>A. 16 = 57.1%</td>
<td>18 = 100%</td>
</tr>
<tr>
<td>B. 18 = 63%</td>
<td>11 = 57%</td>
</tr>
<tr>
<td>C. 11 = 40.7%</td>
<td>8 = 42.1%</td>
</tr>
<tr>
<td>D. 7 = 25%</td>
<td>6 = 31.6%</td>
</tr>
<tr>
<td>E. 13 = 46.4%</td>
<td>11 = 57.9%</td>
</tr>
<tr>
<td>F. 14 = 50%</td>
<td>9 = 47.4%</td>
</tr>
<tr>
<td>G. 16 = 57%</td>
<td>9 = 47.4%</td>
</tr>
<tr>
<td>H. 4 = 14.3%</td>
<td>1 = 5.3%</td>
</tr>
<tr>
<td>I. 22 = 78.6%</td>
<td>18 = 94.7%</td>
</tr>
</tbody>
</table>

- **A.** My board plays an important role in determining tuition and fee levels for public institutions in our state.
- **B.** Tuition and fee rates in the public sector are driven primarily by the amount of state appropriations available in a given year.
- **C.** Fees which pay for athletic programs and facilities should be optional.
- **D.** Tuition and fee revenue from out-of-staters has been a "money-maker" for some institutions in our state in recent years.
- **E.** Tuition and fee increases in recent years have been a part of conscious state policy to increase the share of costs borne by students in our state.
- **F.** Tuition and fee increases in recent years have been a part of conscious strategy to increase the quality of education in our state.
- **G.** Tuition and fee increases in recent years have been a necessity to compensate for declines in state support.
- **H.** Tuition and fee levels in our state are a matter of competitive forces within higher education, not state action.
- **I.** Tuition and fee rates are kept to the lowest possible level in order to encourage access and participation.
### Part II

#### Question 1.

(continued)

Number and percent of respondents in each category who either "agree" or "strongly agree."

<table>
<thead>
<tr>
<th>Statement</th>
<th>Coordinating</th>
<th>Governing</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fee increases in public institutions have been unnecessarily high in recent years.</td>
<td>2 = 7.1%</td>
<td>5 = 26.3%</td>
<td>7 = 14.9%</td>
</tr>
<tr>
<td>Tuition and fee increases should be expected to conform to changes in the consumer price index.</td>
<td>14 = 50%</td>
<td>5 = 26.3%</td>
<td>19 = 40.4%</td>
</tr>
<tr>
<td>Tuition in the public sector should be set on its own merits and not specifically to aid independent institutions.</td>
<td>26 = 92.9%</td>
<td>17 = 100%</td>
<td>43 = 95.6%</td>
</tr>
<tr>
<td>Narrowing the &quot;tuition gap&quot; between public and independent institutions is a legitimate objective of public policy.</td>
<td>12 = 46.1%</td>
<td>6 = 33.3%</td>
<td>18 = 40.9%</td>
</tr>
</tbody>
</table>

Percentages in the coordinating board column are measured against all coordinating board respondents only, including those who disagreed. The same is true for the governing board column. The percentages for the "All" column are of those responding to the item, not the universe of states responding to the questionnaire.

**Comments**

Despite evidence that states have increased tuition as part of a "conscious" state strategy to improve quality (or out of necessity because of declining state revenues), most respondents (4 of every 5) believe that tuition and fee rates are "kept to the lowest possible level in order to encourage access and participation." Only 6 state executive officers believed that tuition and fee increases in public institutions had been "unnecessarily high" in recent years.

Responses to questions about aiding private institutions through tuition policy appear at first glance to be contradictory. Nine of every 10 respondents believed that public tuition policy should not be set specifically to aid independent institutions. However, about 41% of the respondents believed "narrowing the tuition gap" was a legitimate objective of public policy (presumably through student financial aid policy, not tuition setting.)
2. Which of the following rationales is used by tuition and fee-setting bodies in your state to justify increases?

<table>
<thead>
<tr>
<th>Never=1</th>
<th>Seldom=2</th>
<th>Occasionally=3</th>
<th>Almost Always=4</th>
</tr>
</thead>
</table>

Number and percent of respondents in each category who feel that rationales given are either "occasionally" or "almost always" used.

<table>
<thead>
<tr>
<th>Statement</th>
<th>*Coordinating</th>
<th>*Governing</th>
<th>*All</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Increasing personnel costs</td>
<td>20 = 80%</td>
<td>11 = 61.1%</td>
<td>31 = 72.1%</td>
</tr>
<tr>
<td>B. Increasing administrative/support costs</td>
<td>11 = 44%</td>
<td>8 = 44.4%</td>
<td>19 = 44.2%</td>
</tr>
<tr>
<td>C. Increasing need for student financial aid</td>
<td>6 = 24%</td>
<td>4 = 22.2%</td>
<td>10 = 23.3%</td>
</tr>
<tr>
<td>D. Necessity of meeting state guidelines (e.g. percentage of cost)</td>
<td>11 = 44%</td>
<td>9 = 50%</td>
<td>20 = 46.5%</td>
</tr>
<tr>
<td>E. Declining state support</td>
<td>19 = 76%</td>
<td>10 = 55.6%</td>
<td>29 = 67.4%</td>
</tr>
<tr>
<td>F. Benefits accruing the individual student</td>
<td>13 = 52%</td>
<td>14 = 77.8%</td>
<td>27 = 62.8%</td>
</tr>
<tr>
<td>G. General &quot;quality improvement&quot;</td>
<td>22 = 84.6%</td>
<td>13 = 72.2%</td>
<td>35 = 79.5%</td>
</tr>
<tr>
<td>H. To narrow the gap between public and independent institutions</td>
<td>2 = 8%</td>
<td>0</td>
<td>2 = 4.7%</td>
</tr>
</tbody>
</table>

*For explanation of percentages, please refer to question 1.

Comments

"Quality improvement," "declining state support," and "increasing personnel costs" were the rationales used most often to justify increases in tuition.

Only two states cited "narrowing the gap" with the independent sector as an explanation for increasing tuition in the public sector.
3. Which of the following rationales is used by public tuition fee-setting bodies to justify holding the line on tuition?

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Almost Always</td>
</tr>
</tbody>
</table>

Number and percent of respondents in each category who feel that rationales given in items A-J are either "occasionally" or "almost always" used.

<table>
<thead>
<tr>
<th>Statement</th>
<th>*Coordinating</th>
<th>*Governing</th>
<th>*All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing access</td>
<td>25 = 92.6%</td>
<td>17 = 94.4%</td>
<td>42 = 93.3%</td>
</tr>
<tr>
<td>Impact on minorities</td>
<td>19 = 70.4%</td>
<td>13 = 72.2%</td>
<td>32 = 71.1%</td>
</tr>
<tr>
<td>Traditions of the state</td>
<td>21 = 77.8%</td>
<td>16 = 88.9%</td>
<td>37 = 82.2%</td>
</tr>
<tr>
<td>Increased state appropriations</td>
<td>5 = 18.5%</td>
<td>9 = 50%</td>
<td>14 = 31.1%</td>
</tr>
<tr>
<td>Opposition by governor/legislature</td>
<td>13 = 48.1%</td>
<td>6 = 33.3%</td>
<td>19 = 42.2%</td>
</tr>
<tr>
<td>Public statements by U.S. Secretary of Education</td>
<td>1 = 3.8%</td>
<td>0</td>
<td>1 = 2.3%</td>
</tr>
<tr>
<td>Benefits accruing society from supporting education</td>
<td>18 = 66.7%</td>
<td>14 = 77.8%</td>
<td>32 = 71.1%</td>
</tr>
<tr>
<td>Declines in inflation rate</td>
<td>4 = 14.8%</td>
<td>8 = 44.4%</td>
<td>12 = 26.7%</td>
</tr>
<tr>
<td>Productivity improvements/cost reductions</td>
<td>6 = 22.2%</td>
<td>6 = 33.3%</td>
<td>12 = 26.7%</td>
</tr>
<tr>
<td>Opposition by student lobbies</td>
<td>14 = 51.9%</td>
<td>11 = 61.1%</td>
<td>25 = 55.6%</td>
</tr>
</tbody>
</table>

*For explanation of percentages, please refer to question 1.

Comments

"Increasing access" and "traditions of the state" were the rationales used most often to justify holding the line on tuition.

"Public statements by the U.S. Secretary of Education" was mentioned by only one respondent as a factor in holding down tuition, as compared to 19 respondents who indicated opposition by the governor or the legislature as a constraint on increases.
4. Do you believe that student financial aid policy in your state is closely linked with tuition and state appropriations policy?

YES: 13 coordinating boards (46.4% of all coordinating boards responding)
4 governing boards (21.1% of all governing boards responding)

NO: 15 coordinating boards (53.6% of all coordinating boards responding)
15 governing boards (78.9% of all governing boards responding)

ALL YES: 17 or 36.2% of all respondents
ALL NO: 30 or 63.8% of all respondents

TOTAL RESPONDENTS: 47
Cost Control Measures/Productivity Improvements

5. Please indicate the level of your concern about higher education costs/productivity. Indicate the level of concern according to the scale: Low=1, High=4

<table>
<thead>
<tr>
<th>Coordinating Board</th>
<th>Number and percent of responses, high or moderately high concern</th>
<th>Governing Board</th>
<th>Number and percent of responses, high or moderately high concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate program costs</td>
<td>23 82.1%</td>
<td>Equipment/computer costs</td>
<td>16 88.9%</td>
</tr>
<tr>
<td>Equipment/computer costs</td>
<td>22 78.6%</td>
<td>Building/construct/renovation costs</td>
<td>15 83.3%</td>
</tr>
<tr>
<td>Professional/medical school costs</td>
<td>21 75.0%</td>
<td>Graduate program costs</td>
<td>15 83.3%</td>
</tr>
<tr>
<td>Program expansion costs</td>
<td>20 71.4%</td>
<td>Library Costs</td>
<td>14 77.8%</td>
</tr>
<tr>
<td>Building/constr/renovation costs</td>
<td>19 67.9%</td>
<td>Faculty productivity/workload</td>
<td>13 72.2%</td>
</tr>
<tr>
<td>Program duplication</td>
<td>19 67.9%</td>
<td>Program expansion costs</td>
<td>13 72.2%</td>
</tr>
<tr>
<td>Administrative/support costs</td>
<td>19 67.9%</td>
<td>Telecommunications costs</td>
<td>13 72.2%</td>
</tr>
<tr>
<td>Faculty productivity/workload</td>
<td>17 60.7%</td>
<td>Program duplication</td>
<td>11 61.1%</td>
</tr>
<tr>
<td>Library costs</td>
<td>17 60.7%</td>
<td>Research costs</td>
<td>11 61.1%</td>
</tr>
<tr>
<td>Research costs</td>
<td>17 60.7%</td>
<td>Professional/medical school costs</td>
<td>10 55.5%</td>
</tr>
<tr>
<td>Telecommunications costs</td>
<td>15 53.6%</td>
<td>Administrative/support costs</td>
<td>9 50.0%</td>
</tr>
<tr>
<td>Undergraduate program costs</td>
<td>13 46.4%</td>
<td>Undergraduate program costs</td>
<td>8 44.4%</td>
</tr>
<tr>
<td>Athletic costs</td>
<td>10 35.7%</td>
<td>Athletic costs</td>
<td>5 27.8%</td>
</tr>
<tr>
<td>Other</td>
<td>3 10.7%</td>
<td>Faculty/administrator travel costs</td>
<td>4 22.2%</td>
</tr>
<tr>
<td>Faculty/administrator travel costs</td>
<td>1 3.6%</td>
<td>Other</td>
<td>3 16.7%</td>
</tr>
<tr>
<td>All</td>
<td>Number and percent of responses, high or moderately high concern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment/computer costs</td>
<td>38</td>
<td>82.6%</td>
<td></td>
</tr>
<tr>
<td>Graduate program costs</td>
<td>38</td>
<td>82.6%</td>
<td></td>
</tr>
<tr>
<td>Building/constr./renovation costs</td>
<td>34</td>
<td>73.9%</td>
<td></td>
</tr>
<tr>
<td>Program expansion costs</td>
<td>33</td>
<td>71.7%</td>
<td></td>
</tr>
<tr>
<td>Professional/medical school costs</td>
<td>31</td>
<td>67.4%</td>
<td></td>
</tr>
<tr>
<td>Library costs</td>
<td>31</td>
<td>67.4%</td>
<td></td>
</tr>
<tr>
<td>Program duplication</td>
<td>30</td>
<td>65.2%</td>
<td></td>
</tr>
<tr>
<td>Faculty productivity/workload</td>
<td>30</td>
<td>65.2%</td>
<td></td>
</tr>
<tr>
<td>Administrative/support costs</td>
<td>28</td>
<td>60.9%</td>
<td></td>
</tr>
<tr>
<td>Research costs</td>
<td>28</td>
<td>60.9%</td>
<td></td>
</tr>
<tr>
<td>Telecommunications costs</td>
<td>28</td>
<td>60.9%</td>
<td></td>
</tr>
<tr>
<td>Undergraduate program costs</td>
<td>21</td>
<td>45.7%</td>
<td></td>
</tr>
<tr>
<td>Athletic costs</td>
<td>15</td>
<td>32.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>13.0%</td>
<td></td>
</tr>
<tr>
<td>Facult/administrator travel costs</td>
<td>5</td>
<td>10.9%</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

The greatest concerns about costs of both coordinating and governing board executive officers were those associated with program expansion at the graduate level. Equipment, computers, and building construction and renovation costs were high on the list of both groups. In addition, the governing board respondents were greatly concerned about library costs.

In comparison, relatively little concern was expressed about undergraduate program costs, athletics, and faculty travel.
6. In your opinion what are the most likely areas for improving productivity in higher education? Circle appropriate response according to the scale:

Not worth the effort=1  Highly likely to reduce cost/raise productivity=4

<table>
<thead>
<tr>
<th>Coordinating Board</th>
<th>Number and percent of responses high or moderately high concern (3 or 4)</th>
<th>Governing Board</th>
<th>Number and percent of responses high or moderately high concern (3 or 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coop library/computing ventures</td>
<td>27 96.4%</td>
<td>Coop library/computing ventures</td>
<td>17 89.5%</td>
</tr>
<tr>
<td>Controlling future academic expansion</td>
<td>25 89.3%</td>
<td>Controlling future academic expansion</td>
<td>15 78.9%</td>
</tr>
<tr>
<td>Coop acad ventures between units</td>
<td>25 89.3%</td>
<td>Coop academic ventures between units</td>
<td>15 78.9%</td>
</tr>
<tr>
<td>Coop admin/support ventures btwn units</td>
<td>22 78.6%</td>
<td>Greater utilization of computer tech</td>
<td>12 63.2%</td>
</tr>
<tr>
<td>Better &quot;outcomes&quot; measures</td>
<td>21 75.0%</td>
<td>Better space utilization</td>
<td>12 63.2%</td>
</tr>
<tr>
<td>Greater util of dist learning/tele.</td>
<td>20 71.4%</td>
<td>Optimizing section sizes</td>
<td>12 63.2%</td>
</tr>
<tr>
<td>Better statewide master planning</td>
<td>19 67.9%</td>
<td>Better statewide master planning</td>
<td>11 57.9%</td>
</tr>
<tr>
<td>Greater util of computer tech</td>
<td>19 67.9%</td>
<td>Great util of distance learning/tele.</td>
<td>11 57.9%</td>
</tr>
<tr>
<td>Better space utilization</td>
<td>19 67.9%</td>
<td>Coop admin/support ventures btwn units</td>
<td>11 57.9%</td>
</tr>
<tr>
<td>Eliminating programs</td>
<td>18 64.3%</td>
<td>Better &quot;outcomes&quot; measures</td>
<td>10 52.6%</td>
</tr>
<tr>
<td>Increasing student-faculty ratios</td>
<td>15 53.6%</td>
<td>More joint ventures with business</td>
<td>10 52.6%</td>
</tr>
<tr>
<td>Reducing course offerings</td>
<td>14 50.0%</td>
<td>Reducing course offerings</td>
<td>7 36.8%</td>
</tr>
<tr>
<td>Optimizing section sizes</td>
<td>14 50.0%</td>
<td>Increasing student-faculty ratios</td>
<td>7 36.8%</td>
</tr>
<tr>
<td>Reduction of the &quot;remedial&quot; load</td>
<td>12 42.9%</td>
<td>Reduction of the &quot;remedial&quot; load</td>
<td>7 36.8%</td>
</tr>
<tr>
<td>Structural reorganization</td>
<td>12 42.9%</td>
<td>Eliminating programs</td>
<td>7 36.8%</td>
</tr>
<tr>
<td>Cutting back on administration</td>
<td>12 42.9%</td>
<td>Cutting back on administration</td>
<td>6 31.6%</td>
</tr>
<tr>
<td>More joint ventures with business</td>
<td>10 35.7%</td>
<td>Structural reorganization</td>
<td>6 31.6%</td>
</tr>
<tr>
<td>Restricting access and enrollment</td>
<td>7 25.0%</td>
<td>Reducing time to degree</td>
<td>4 21.1%</td>
</tr>
<tr>
<td>Reducing time to degree</td>
<td>6 21.4%</td>
<td>Restricting access and enrollment</td>
<td>3 15.8%</td>
</tr>
<tr>
<td>&quot;Privatizing&quot; admin/support activities</td>
<td>6 21.4%</td>
<td>&quot;Privatizing&quot; admin/support activities</td>
<td>0 0.0%</td>
</tr>
</tbody>
</table>
### Number and percent of responses high or moderately high concern

<table>
<thead>
<tr>
<th>Action</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coop library/computing ventures</td>
<td>44</td>
<td>93.6%</td>
</tr>
<tr>
<td>Controlling future acad expansion</td>
<td>40</td>
<td>85.1%</td>
</tr>
<tr>
<td>Coop academic ventures between units</td>
<td>40</td>
<td>85.1%</td>
</tr>
<tr>
<td>Coop admin/support ventures btw units</td>
<td>33</td>
<td>70.2%</td>
</tr>
<tr>
<td>Greater utilization of computer tech</td>
<td>31</td>
<td>66.0%</td>
</tr>
<tr>
<td>Greater util of distance learning/tele</td>
<td>31</td>
<td>66.0%</td>
</tr>
<tr>
<td>Better &quot;outcomes&quot; measures</td>
<td>31</td>
<td>66.0%</td>
</tr>
<tr>
<td>Better space utilization</td>
<td>31</td>
<td>66.0%</td>
</tr>
<tr>
<td>Better statewide master planning</td>
<td>30</td>
<td>63.8%</td>
</tr>
<tr>
<td>Optimizing section sizes</td>
<td>26</td>
<td>55.3%</td>
</tr>
<tr>
<td>Eliminating programs</td>
<td>25</td>
<td>53.2%</td>
</tr>
<tr>
<td>Increasing student-faculty ratios</td>
<td>22</td>
<td>46.8%</td>
</tr>
<tr>
<td>Reducing course offerings</td>
<td>21</td>
<td>44.7%</td>
</tr>
<tr>
<td>More joint ventures with business</td>
<td>20</td>
<td>42.6%</td>
</tr>
<tr>
<td>Reduction of the remedial load</td>
<td>19</td>
<td>40.4%</td>
</tr>
<tr>
<td>Structural reorganization</td>
<td>18</td>
<td>38.3%</td>
</tr>
<tr>
<td>Cutting back on administration</td>
<td>18</td>
<td>38.3%</td>
</tr>
<tr>
<td>Restricting access and enrollment</td>
<td>10</td>
<td>21.3%</td>
</tr>
<tr>
<td>Reducing time to degree</td>
<td>10</td>
<td>21.3%</td>
</tr>
<tr>
<td>&quot;Privatizing&quot; admin/support activities</td>
<td>6</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

**Comments**

Controlling future expansion and developing cooperating ventures, especially in the area of libraries and computing, were viewed by both coordinating and governing board executives as the most likely actions to reduce costs and improve productivity in the future. Coordinating board executives expressed relatively greater support for better outcome measures and greater utilization of distance learning as possible solutions to the cost/productivity problem.

Little support was found among either group for such measures as restricting access and enrollment, reducing time to degree, or "privatizing" administrative support activities in order to reduce cost and improve productivity.