



**Thank you for your participation in this survey!**



National Association of College and University Business Officers

Below is a summary of your responses

[Download PDF](#)

**Thank you for participating in the 2015 NACUBO Tuition Discounting Survey!**

NACUBO has collected data on institutional grant awards for entering first-time, full-time freshmen and all undergraduates and tuition and fee rates from four-year independent colleges and universities for nearly 25 years. This long trend line allows for the comprehensive analysis that has come to be associated with the Tuition Discounting Study (TDS), one of the most esteemed studies on discount rates in the nation. Our study's success has been built on hundreds of private institutions like yours contributing data and insights on discounting practices on campus. We appreciate your time and effort and thank you in advance for your participation. Data collection will **close on November 20, 2015**.

Your data will be kept anonymous and will be reported in aggregate. Responses to open ended questions will be kept confidential. No identifiable information will be shared, however we may use some of your statement(s) as a quote in the "In Their Own Words" section of the report.

**Plan**

It isn't uncommon to have several members at your institutions collaborate to complete the survey. A [preview of the survey instrument](#) can be found on our website for your staffs' planning purposes. This will help prevent you from unintentionally locking yourself out of your survey through an accidental submission.

**More Details**

All institutions that participate in the 2015 TDS will receive a complimentary copy of the [final report](#) in late May 2016 as well as access to the NACUBO Online Benchmarking Tool. Click on the links for more details about the [Tuition Discounting Study](#), the [Online Benchmarking Tool](#) and [video demonstration](#) of the tool.

**Questions**

If you have any further questions or problems with your survey please contact [Ken Redd](#), NACUBO's director of research and policy analysis.

Thank you for your time and your continuing support of the NACUBO Tuition Discounting Study!

**Institutional Financial Aid**

[HELP text](#)

	Academic Year 2014-15 data as of Fall 2014	Academic Year 2015-16 data as of Fall 2015 (estimated)
1. Total number of <u>all undergraduates</u> :	<input type="text" value="3432"/>	<input type="text" value="3407"/>
2. Total number of entering <u>first-time, full-time degree or certificate seeking freshmen</u> :	<input type="text" value="834"/>	<input type="text" value="794"/>

3. Total number of all undergraduates (as reported in Question 1) who received an institutional scholarship, fellowship, or grant (include athletic scholarships, do NOT include tuition remission):

2951

2868

4. Total number of entering first-time, full-time freshman (as reported in question 2) who received an institutional scholarship, fellowship, or grant (include athletic scholarships, do NOT include tuition remission):

769

724

5. Total **dollar amount** of institutional scholarships, fellowships, and grants awarded to all undergraduates (include athletic scholarships, do NOT include tuition remission):

33208462

33827670

6. Total **dollar amount** of institutional scholarships, fellowships, and grants awarded to entering first time, full-time freshman (include athletic scholarships, do NOT include tuition remission):

10051623

9026304

7. Published individual price for tuition and mandatory fees (or "sticker price") (excluding room and board); (as reported in IPEDS Institutional Characteristics Survey Part D, Student Charges)

29560

30550

8. Total gross tuition and mandatory fee revenue for **all** undergraduates students:

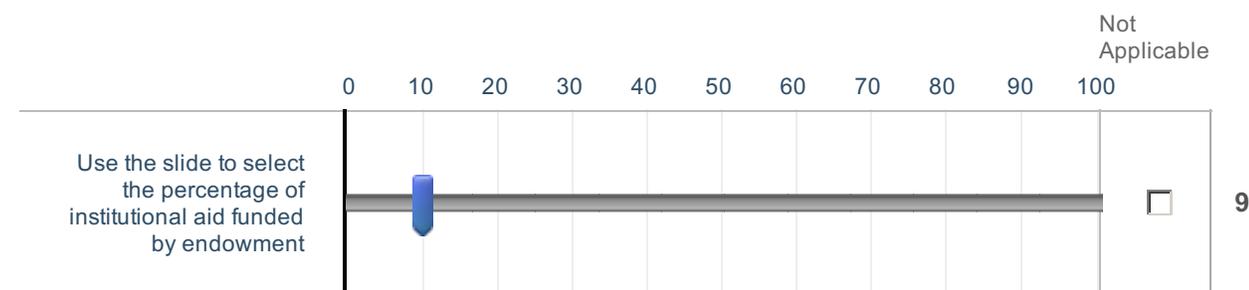
94469795

94760000

## Funded Institutional Grants

9. What percentage (approximately) of your total undergraduate institutional aid awarded in Fall 2014 was funded by earnings from your endowment?

[HELP text](#)



## Applied, Admitted, and Changes in Enrollment

10. Provide the number of first-time, full-time, degree or certificate seeking freshmen who applied and were admitted in Fall 2014 (as reported in Common Data Set, Section C).

[HELP text](#)

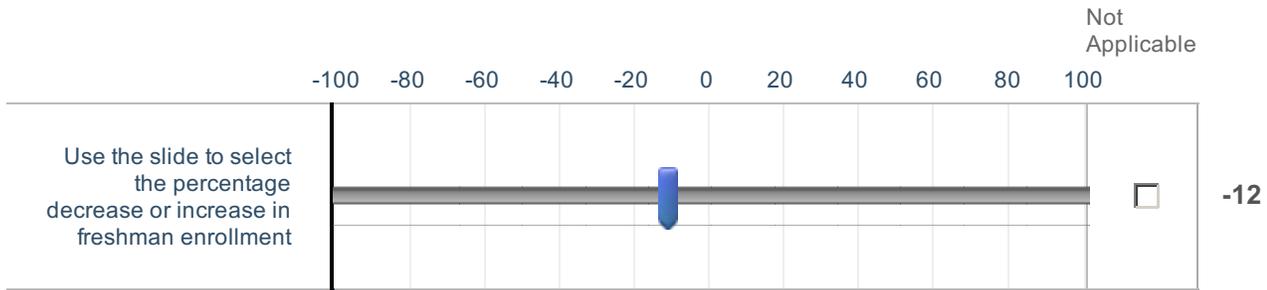
Total number of first-time, full-time, degree or certificate seeking freshmen who applied for admission:

4167

Total number of first-time, full-time, degree or certificate seeking freshmen who were admitted:

3402

11. What percentage increase or decrease (approximately) have you experienced in your freshman enrollment over the last four years (Fall 2012-Fall 2015)? If your enrollment has stayed the same, please select 0.



11a. To what do you attribute this decrease in enrollment? (check all that apply)

- Changing demographics
- Decrease in the number of 18-24 year olds in your region
- Price sensitivity of students
- Falling demand for your programs
- Closure of academic program(s)
- Decrease in institutional financial aid
- Becoming more selective
- Purposeful decrease to balance a prior year(s) larger than expected enrollment
- Decrease in the yield rate of accepted students
- Increased competition from other public and private institutions in the region
- Changes in state aid programs
- Other (please separate multiple reasons with a comma)

### Institutional Grants Meeting Need

12. What percentage (approximately) of your total institutional grant aid awarded to all undergraduates in Fall 2014 (as reported in Question 5) was need-based aid, merit aid that was used to meet need, and/or merit aid not used to meet need? **The three percentages should sum to 100.**

If your institution cannot or will not answer this question, please report 100 in the "opt out" line.

[HELP text](#)

Need-Based Aid	<input type="text" value="0"/>
Merit Aid Used to Meet Need	<input type="text" value="0"/>
Merit Aid NOT Used to Meet Need	<input type="text" value="0"/>
To OPT OUT of this question, please report 100 here. If you want to answer this question, please report zero on this line and split your values among the three categories above.	<input type="text" value="100"/>
<b>Total</b>	<input type="text" value="100"/>

### Strategies and Practices

13. What strategies (or combination of strategies) did your institution implement to attempt to increase net tuition revenue in FY15 or FY16? Were these strategies successful?

(Ex: Have you increased or decreased enrollment, the discount rate and/or tuition and fees? Have you implemented any new programs that direct aid to freshmen?)

[HELP text](#)

Responses will be kept confidential. No identifiable information will be shared, however we may use some of your statement(s) as a quote in the "In Their Own Words" section of the report.

Our strategy has been to provide lower (CPI level) tuition rate increases while holding the line on discounting so that the extra revenue created from the rate increase is not reduced by higher discounting. The strategy has been, for the most part, successful. The average discount rate for students has remained steady (except for efforts to improve minority representation), and net revenue from tuition and fees has grown at inflationary levels.

14. Do you believe that your institution's discounting practices are sustainable in the short or long term? Why or why not? What challenges do you see ahead?

Responses will be kept confidential. No identifiable information will be shared, however we may use some of your statement(s) as a quote in the "In Their Own Words" section of the report.

Yes. We believe our discounting strategy is sustainable in the short and long term... assuming student interest and demand remains strong for our institution. We prefer this strategy to others that inflate the sticker price for perceived quality while needing to discount at higher levels to secure class size needs.

15. Do you have any other comments that you would like to share about tuition discounting practices at your institution?

Responses will be kept confidential. No identifiable information will be shared, however we may use some of your statement(s) as a quote in the "In Their Own Words" section of the report.

The approach we're taking presents certain challenges with 'perceived quality' with a lower sticker price. It helps, however, with the 'sticker shock' factor.

Does your institution identify with any of the following categories? Select all that apply.

- Religiously affiliated institution
- HBCU (Historically Black College and University)
- Women's College
- HSI (Hispanic Serving Institution)
- None of these



Please review your responses before advancing to the next page. You will not be able to edit your responses once you click the "save and continue" button.

If you were clicking through the survey for a preview of the questions, please click "back" so that you are not accidentally locked out of your survey. Click [HERE](#) for a link to preview the survey instrument for your planning purposes.

After you submit your survey, a summary of your responses will appear on the screen. Please print this screen for your records or click the "Download PDF" button near the top of the page to save your summary as a PDF.