

Report of the Program Fee Monitoring Committee

31 March 2011

Introduction

On January 18, 2010, the Dean of the Faculty of Arts and Science established the Program Fee Monitoring Committee, in accordance with the request made by the University of Toronto's Governing Council. Dean Gertler invited Professor Mark G. McGowan, Principal and Vice-President (Academic) of St. Michael's College, to chair the committee and choose its members. Professor McGowan constructed a committee that reflected both the diverse constituencies of the Faculty of Arts and Science and the needed expertise to examine the implementation of the Program Fee, which began in September 2009. The Committee consists of the following members: Dr. Glenn Loney (Faculty Registrar, Faculty of Arts & Science), Karel Swift (University Registrar), Cheryl Shook (Registrar, Woodsworth College), Dr. Mirella Pasquarelli-Clivio (Italian Studies), Professor Linda White (Political Science), Professor Corey Goldman (Ecology and Evolutionary Biology), Peng You (New College, science student), Jesse Chisholm-Beatson (Trinity College, social science student), and Gavin Nowlan (University College, humanities student & President, Arts and Science Students Union, ASSU). The Committee met five times over the 2010-2011 academic year and the chair set up a special meeting for student members who were unable to attend one of the regular meetings.

The Committee was established to carry out the request of the Governing Council, made when it approved the Program Fee policy in June 2009. At that time, Governing Council mandated that a report of the effects of implementing the Program Fee be made to Governing Council before the second phase of implementation begins in the 2011-2012 academic year.

The Committee was tasked with undertaking a fact finding mission: to pose questions about the implementation of the Program Fee and to address the concerns that were raised by students, faculty, and registrars at the time the Program Fee was approved. In particular it was asked to monitor the effects of the Program Fee on student academic performance and behaviour, as well as on students with financial need, and the ways in which the Faculty of Arts and Science had addressed additional support for teaching and learning in the Faculty. Thus the Committee was a fact-finding group not a review committee that was expected to make recommendations to the Dean.

Knowing full well that during its life, it would be able to glean data on only 1.5 cohorts of students directly affected by the Program Fee (hereafter known as Cohort 1[2009-10] and Cohort 2 [2010-11]), the Committee assembled a list of questions with which it would address the data which emerged after the University's November 1 enrolment "count" in 2009. Cohort 1 consists of students who were a part of the Program Fee cohort for the first year and are now completing their second year. Cohort 2 students are currently completing

their first year. The data also includes student cohorts from 2007-08 and 2008-09 for comparative purposes.

The questions were determined by the Committee at its first meeting based on the Committee's deliberation and on concerns that had been raised by various constituent groups within the Faculty during the discussions leading up to the approval of the Program Fee. The questions were augmented after Professor McGowan addressed Governing Council in June 2010, and in discussion with members of the Faculty of Arts and Science Council, when preliminary results were presented in March, 2011. What follows is a question-by-question assessment of the Program Fee and its effects over the course of 1.5 academic years. Where applicable the report contains figures, tables, and graphs to illustrate the data. (Other data and a description of all these figures and tables are found in Appendix 1.)

Question # 1. Did the Program Fee affect student enrolment behaviour?

The question was asked because concerns had been raised that perhaps students would either "load up" on courses or increase their course enrolment by taking more than 5 courses, which they could do for the same Program Fee, or that they would move away from a 4.5 or 4.0 course enrolment down to 3.5 or less to avoid the Program Fee.

Having examined 1.5 years of enrolment data there is fluctuation in student behaviour regarding course loads. The Committee examined the November 1 course load count for two cohorts of Yr 1 students pre-Program Fee with the two Yr 1 Program Fee cohorts (see Figure 1), as well as the one cohort of Yr 2 course enrolments and the 3 previous years (see Figure 2). The graphs represent the percentage of each incoming class rather than the absolute numbers so that the comparison is not affected by cohorts of differing sizes.

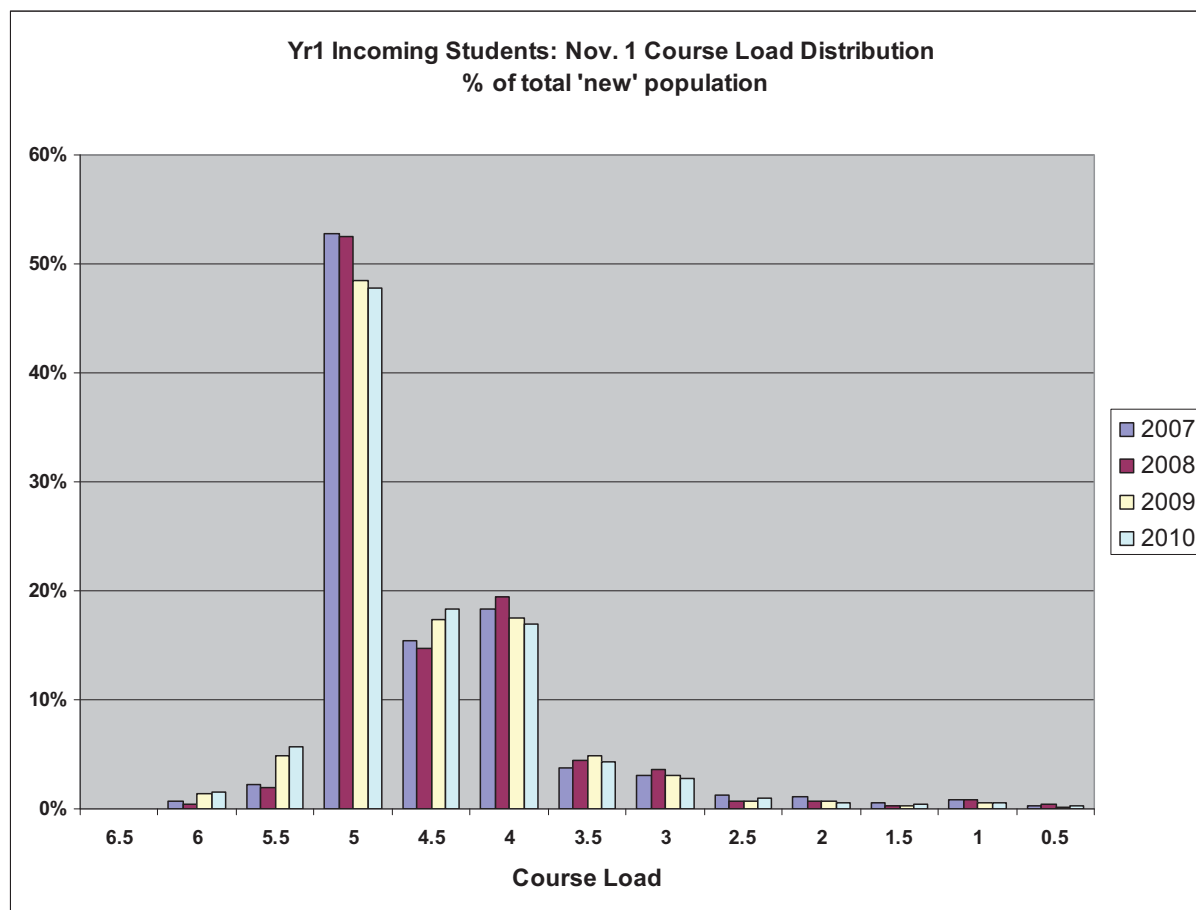
One can see by the yellow and turquoise bars in Figure 1 that there is an increase in the percentage of entry level students in Cohort 1 and Cohort 2 taking beyond 5.0, i.e., 5.5 courses or more— an increase of approximately 5% of the total incoming class. In absolute numbers (see Table 1 in Appendix 1), there is an increase from 170 students in 2007-2008 to 432 students in Cohort 2 in 2010-11. The percentage of students increasing their course enrolment constitutes less than 10% of the entering class, but in real numbers there has been an increase in course enrolments since the implementation of the Program Fee: (2007-170; 2008-140; 2009-401; 2010-432).

When the Committee examined more closely this group of Yr 1 students taking 5.5 courses or more, we discovered that this behaviour was not typical to any one of the admission streams; in fact students in the humanities stream were as well represented in these higher load categories as their colleagues in the sciences. International students were more highly represented among those increasing their course enrolment, perhaps indicating an

initiative to accelerate their pace of study to avoid additional years of costs. We also examined this group according to their College affiliation and noted that students at Innis, Trinity, and Victoria were more likely to be represented in the higher course load group, than students from the other four colleges. This may not come as a surprise considering that these colleges are the smallest in the Faculty and tend to have higher admission averages. Historically, results from the 2008-09 National Survey on Student Engagement (NSSE) data indicate that first-year students reporting from these three colleges, on average, also tended to work fewer wage-earning hours outside of class time, off campus, than the Faculty average. We await the 2011 NSSE results to ascertain whether or not there may be a connection between hours spent in wage work and the ability to increase their course enrolments in these colleges.

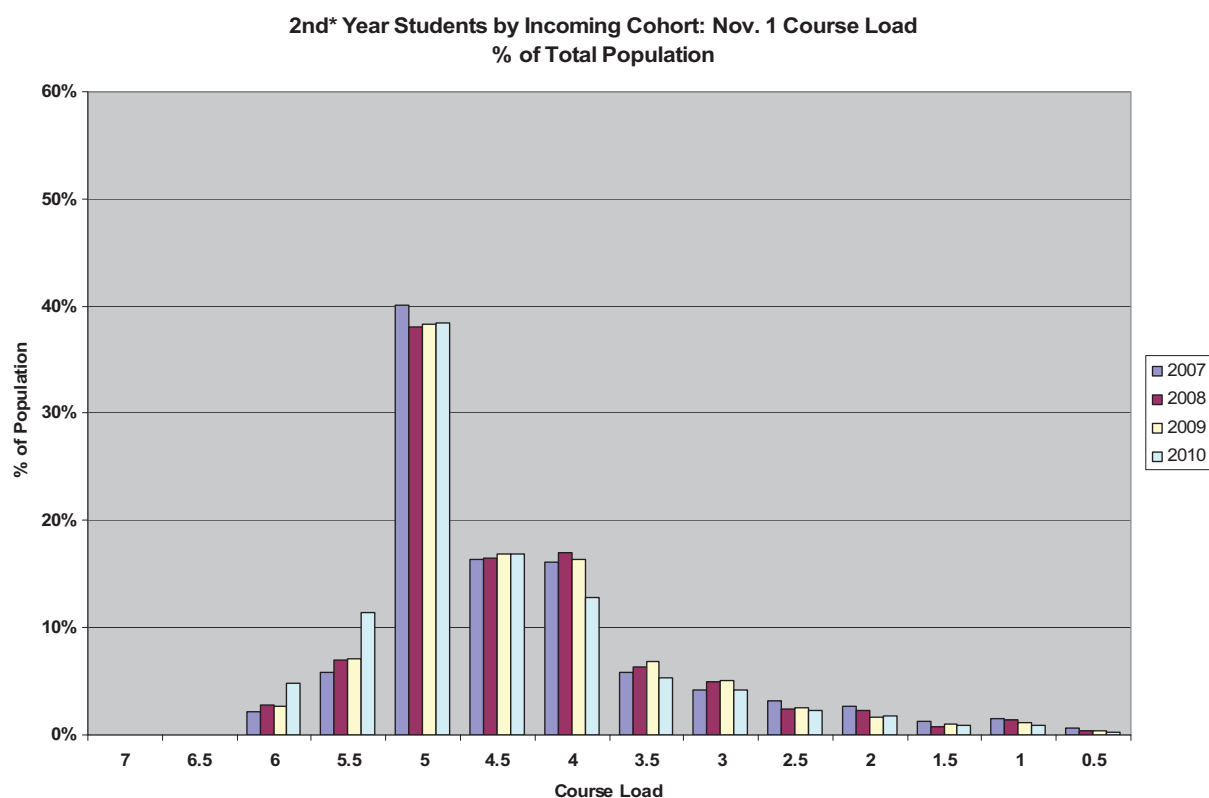
In the two Program Fee Cohorts we noted that there was a smaller percentage with a 5.0 course load and at the 4.0 course load than there had been in the previous two years, although there was an increase at the 4.5 course load. There seems to be little evidence to suggest that incoming students are trying to avoid the Program Fee by clustering below the current Program Fee threshold at course loads of 3.5 or 3.0.

Figure 1: Year 1 November Course Loads, 2007-2010



When we examined the course loads of Yr 2 students (see the turquoise bar in Figure 2), for which we have only one cohort under the Program Fee (i.e., Cohort 1 now in second year), we saw that a greater percentage of these students are continuing to enroll in 5.5 or more courses than in previous years. In this same cohort, there did not appear to be any increase in students taking 3.5 courses and there were fewer taking 4.0 courses. While it is too early to declare that there is an emergent trend in students increasing the number of courses they take as part of their timetables, it does appear that second-year students under the Program Fee are beginning to realize that increasing their course load can give them greater value for their tuition fees.

Figure 2: Second-Year Students by Course Load, 2007-2010



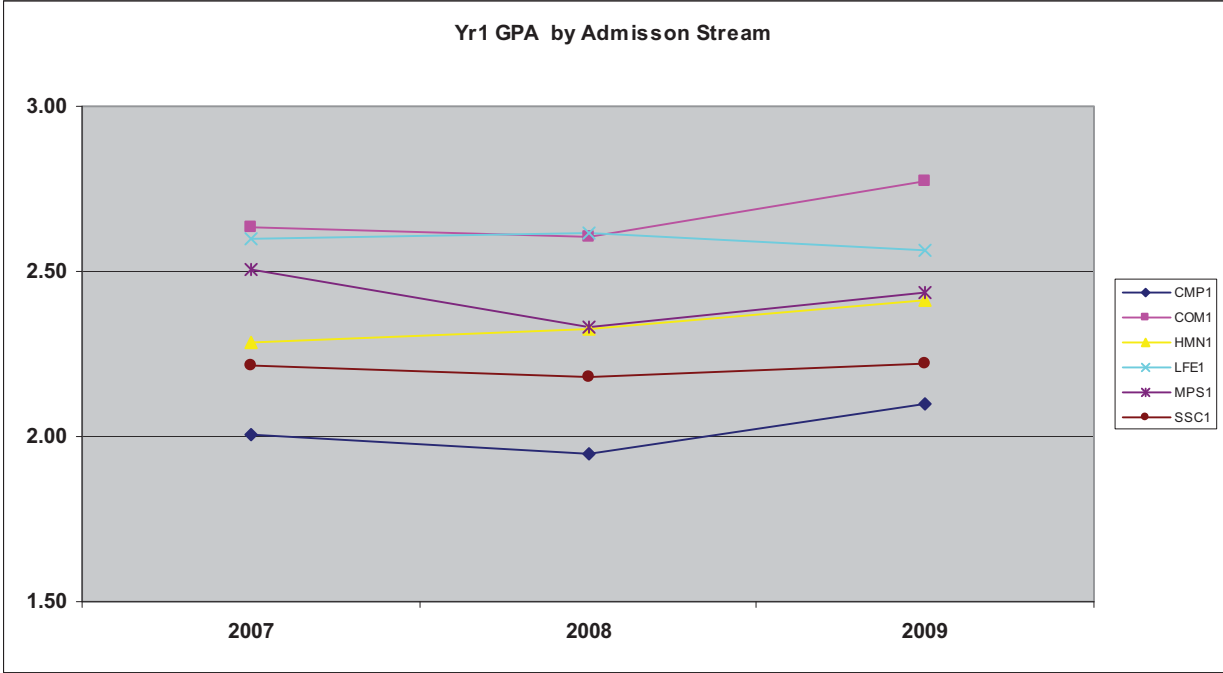
Question # 2: Did the Program Fee affect student academic behaviour or performance/achievement?

A concern had been expressed that the Program Fee would prompt students to take a greater course load and this might adversely affect their academic performance.

The committee had final marks for only one cohort to examine, Cohort 1. Figure 3 shows the average end-of-year GPAs of Cohort 1 and the two previous years, and it appears that the grades for students in the first cohort were slightly higher than comparable cohorts for

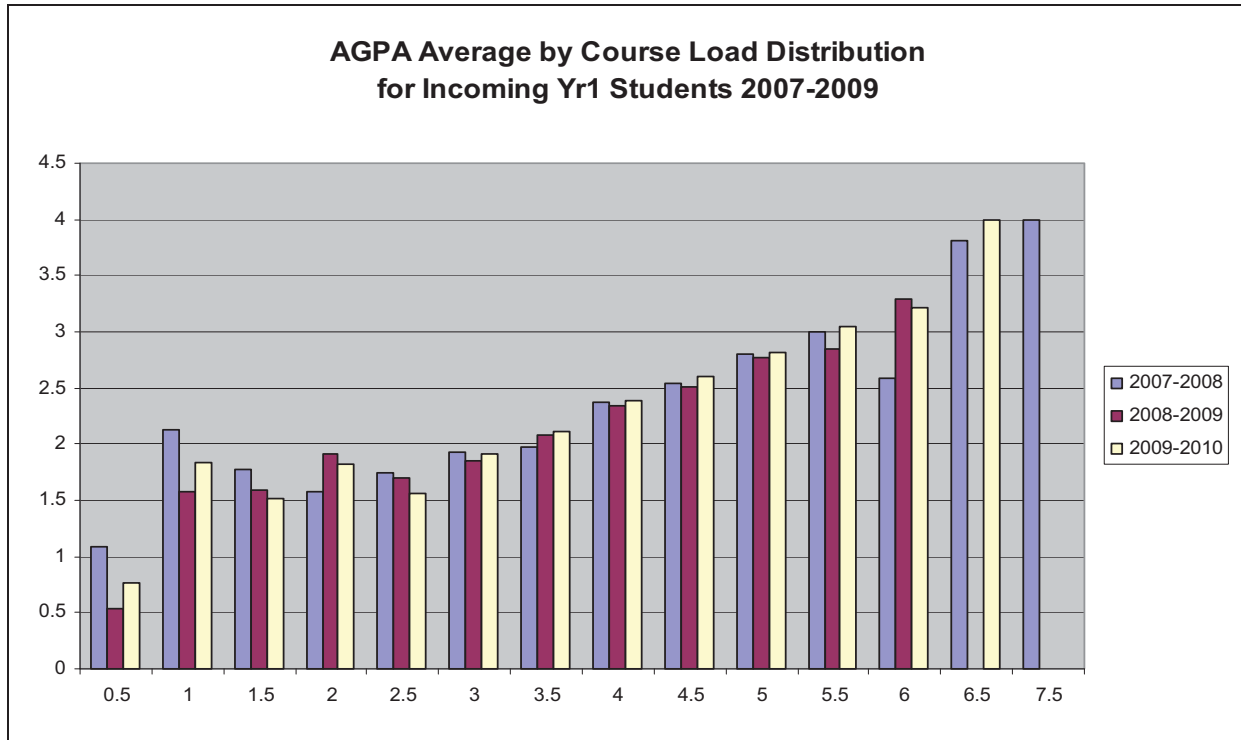
the previous two years. The Committee did not see a direct link to the Program Fee in this as there are two other factors that were in play in this period that might have affected student grades: a new Arts & Science policy permitting a limited number of late withdrawals towards the end of term from courses in which students are doing particularly badly, and a new set of Faculty marking guidelines that may have resulted in more marks in the A range and fewer in the D or F range. The final GPAs in Cohort 1 would have benefitted from both of these factors.

Figure 3: Average End-of-Year GPAs of Yr1 Cohorts, 2007-2010



The Committee also examined a possible association between course load and GPA. The interesting observation visible in Figure 4 below is that there appears to be an association between higher course loads and higher GPAs.

Figure 4: Grade Point Averages by Course Load, 2007-2010



Question # 3: Did the numbers of completed courses change?

A concern had been expressed that students might engage in increasing of course enrolments (at the start of term) because of the Program Fee but end up completing fewer courses (at the end of term).

In terms of completed courses, the Committee examined the changes in course load in two ways: i) Figure 5 shows the percentage of the different Yr 1 cohorts students that are holding each course load in the November 1 count (seen earlier in Figure 1) and places it side-by-side with the percentages holding those course loads at the end of the academic year; ii) Figure 6 tracks the dropping and adding done by individual students to show the net difference between each of their course loads at the November 1 count and the end of the year.

In Figure 5 (see from the change in the yellow bar from the left to the right) there is a noticeable shrinkage across the course loads of 5.0 and more between November 1 and the end of the year, but this is also noticeable in the years before the Program Fee was implemented. Year 1 is traditionally a difficult period of transition for students, and the new late withdrawal policy that has been operative in the Faculty for the past two years, has made it less difficult for students to drop courses as they make this adjustment. The increase in the course loads below 5.0 shows the effect of those dropping down into those ranges from the ranges above 5.0.

The graph in Figure 6 shows the net changes in individual students' course loads, indicating again with one Program Fee cohort in view (the yellow bar) that the dropping and adding behaviour of individual Yr 1 students has altered in a small way since the advent of the Program Fee. Most noticeable is the fact that the majority of students in Yr 1 still finish with the same net number of courses as they had at November 1 (0 change). One can see the same general pattern over the years with more individual students having fewer courses at year-end compared with November (right of 0) than those having more courses (left of 0), but that is explained by the fact that it is much easier to drop a course than to add one, and one can continue to drop courses beyond the point where one can add a replacement. In the one year since the Program Fee, one sees a slight increase in those ending with more courses than November and a slight decrease in those staying the same, with a corresponding increase in those with fewer. As with November enrolments, one sees a small shift in behaviour based only one cohort; however, the overall pattern of behaviour does not seem to have changed notably with the Program Fee.

Figure 5: Distribution of Yr 1 Course Loads Nov and Final 2007-2010

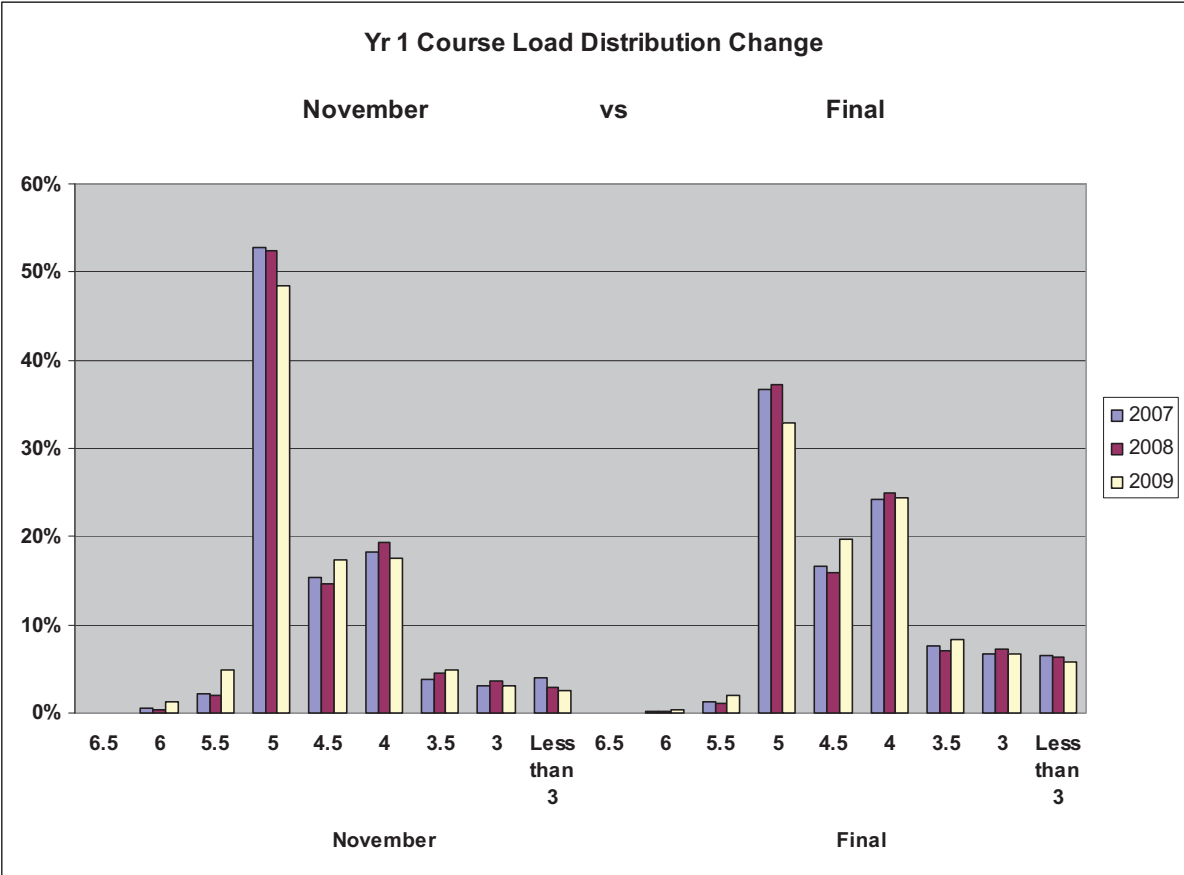
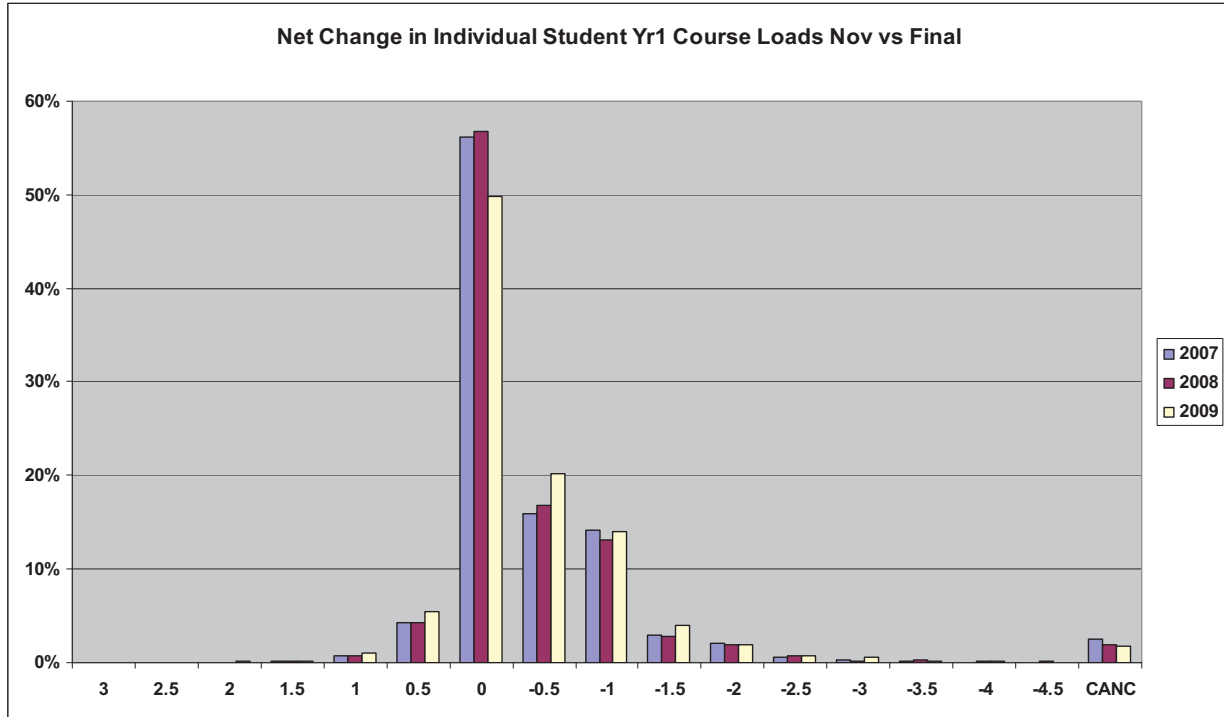


Figure 6: Net Change in Individual Year 1 Students' Course Load November vs Final



Question # 4: Did the Program Fee affect the Faculty's capacity to recruit students?

There were some concerns within the Faculty that the Program Fee might affect the Faculty's ability to recruit students.

Figure 7 shows the trends in the number overall of students applying to the Faculty and the number indicating that the Faculty is their first university choice. Figure 8 shows the "take-up rate", i.e., the percentage of students accepting the offers of admission we made. If the Program Fee was hindering our ability to attract students, one would expect a downturn in some of these trends beginning in 2009. It is clear that this has not been the case. In both years with the Program Fee in effect for incoming students, total applications to the Faculty and first choice applications were higher than in previous years. The "take-up rates" of student accepting the Faculty's offer of admission have also increased in the two years since the Program Fee.

Figure 7: Applications and Take-up Rates, 2007-2011

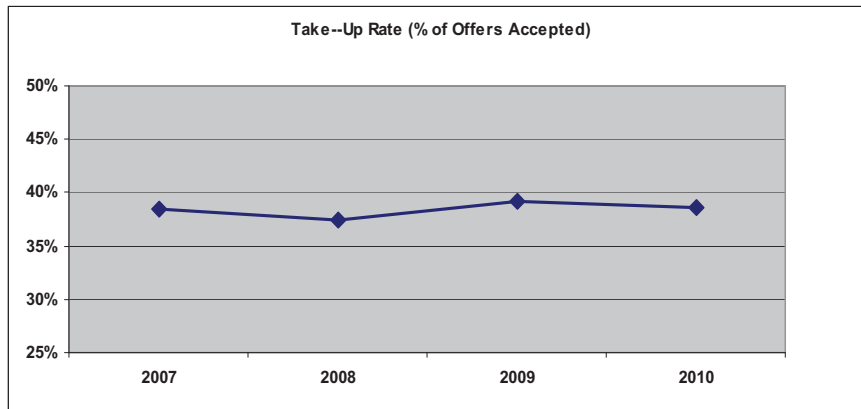
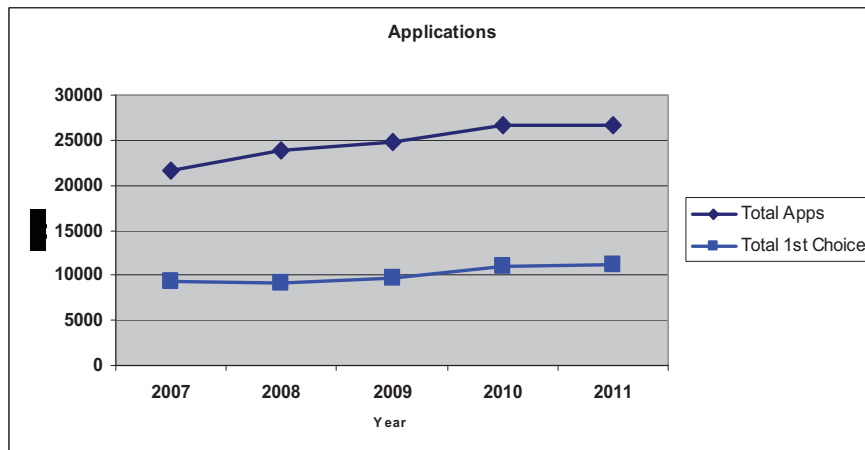


Figure 8: Take-up Rate (Percentage of offers accepted)



Similarly, there was some concern expressed that students might leave the Faculty and transfer to UTM and UTSC, where fees are assessed on a per course basis. This has not been the case. In fact over the past two years, as one can see from Table 1, the number of students from St. George transferring to the other arts and science campuses has not changed significantly, but the number of students transferring from UTSC and UTM into the Faculty of Arts & Science has increased since the introduction of the Program Fee. The Program Fee does not appear to have been an agent of increased student transfer from the Faculty to UTSC and UTM, nor does it appear to have acted as a deterrent to students transferring in the opposite direction.

Table 1: Tri-Campus Student Transfers, 2008-2010

Transfers OUT from FAS				Transfers INTO FAS			
Year	to UTM	to UTSc	Total	Year	from UTM	from UTSC	Total
2008	35	30	65	2008	43	76	119
2009	42	37	79	2009	56	78	134
Prog. Fee				Prog Fee			
2010	35	27	62	2010	71	105	176

Question # 5: Did the Program Fee affect Student Life?

A central concern to some student groups was that the Program Fee would make it more difficult for students to take a reduced course load in order to make time for extra- or co-curricular activities, and therefore student life might suffer in the Faculty.

This was a much more challenging question to address, given that the Committee could only examine 1.5 cohorts. In addition, this academic year 2010-11 is a year in which the NSSE is being conducted university-wide, and the University strongly discouraged others from conducting another survey that might detract from student participation in NSSE. Only a survey essentially replicating NSSE, which has been conducted three times before on Yr 1 and Yr 4 students, would produce appropriate benchmarks against which we could measure student responses. Given that NSSE does include extensive questions about students' activities outside the classroom, when the results of the 2011 NSSE survey are revealed, we will have comprehensive data to track such things as student participation in co-curricular activities, wage work outside of class hours, and reliance on student assistance. This NSSE data for first-year students in 2010-11, can be compared to the data sets collected 3, 5 and 7 years ago by NSSE for the Yr 1 cohorts that were all paying a per course fee.

In the interim, the Committee undertook three ways in which qualitative data could be gathered: i) the Chair approached the Registrars of the seven colleges, who are constantly in contact and in consultation with students; ii) the Chair was in contact with the Deans of Students of each college for their impressions and sense of how students are adapting to the new fee structure. Both groups are strong advocates of student engagement. Finally, iii) the Committee worked with Centre for Teaching Support and Innovation (CTSI) to conduct 4 exploratory focus groups of 20 students each, who responded to an invitation emailed to approximately 9000 students in Cohorts 1 and 2. These exploratory focus groups investigated the participating students' experience with the Program Fee. During this consultation the Committee Chair received 62 emails from students, each of whom received a personal response. These emails expressed regrets about not being able to join the focus groups but some respondents offered comments to the Chair, who assured them that he would continue to collect their thoughts electronically.

The College Registrars reported that, given the limitations of just having 1.5 cohorts to analyse, it was still far too early in the process to make any definitive comments about the effects of the implementation of the Program Fee on Student Life. The Registrars also indicated that no students had raised concerns directly about the Program Fee. It was reported to the Committee that at recruitment events, student orientation, and other College functions, neither students nor parents raised concerns regarding the Program Fee. Nevertheless, the Registrars did indicate that they would continue to pay close attention to any concerns arising from the implementation of the Program Fee in both of its stages.

Finally, all of the College Registrars expressed some concerns arising from the administrative side of the fee implementation, which will be detailed later in this report.

The Deans of Students met on March 16, 2011 and their comments were similar to those of the Registrars. They have not encountered any direct discussion from students about the Program Fee or its impact, although several Deans of Students noted that participation among first year students in extra-curricular activities was a little lower than in previous years. However, the spokesperson for the Deans pointed out that there was no solid evidence to make any direct connection between the Program Fee and lower student activity levels in the Colleges.

The focus groups, under the direction of Emily Greenleaf, Research Officer and Faculty Liaison, in the CTSI, met from March 16 to 24, 2011. According to Ms. Greenleaf, the focus groups: “were designed to be exploratory in nature, that is, to capture the range of student experiences and opinions. Focus groups were useful for assessing the perceptions and concerns held by students, but do not provide results generalizable to all students.” Details regarding the methods undertaken by the groups’ facilitators and additional information about the characteristics of each group (i.e., program of study, residence on campus, and engagement in extra-curricular activities) can be found in Appendix 2. Copies of the written questionnaires and the focus group questions are included in Appendices 3 and 4. The questions posed to the students within the groups reflected NSSE phrasing and response categories in the 2011 NSSE survey. In total 94 students registered for the four focus groups although only 41 students attended: 22 Yr 1 students and 19 Yr 2 students. The group responses covered a range of opinions. First year students had less awareness that they were paying a Program Fee than their colleagues in second year. Many students asserted that they had little understanding of how the Program Fee worked and often first became aware of it when discussing their registration with College Registrars, or when they were dropping courses and did not receive anticipated refunds, or when they were planning summer courses. None of the students claimed that the Program Fee was a factor in their decision to apply to the University of Toronto or to accept the University’s offer of admission. Key factors for their decision to choose the University included its location, its academic reputation, and specific academic programs. Some students remarked they had chosen the University of Toronto because of its “low cost relative to US institutions.”

When asked about course loads, a majority of the students in the focus groups commented that they originally registered for five courses per year but felt “compelled” to drop at least one course, generally because either they were concerned about their poor performance in the course, or their workload in the course was unsustainable, or because the course did not meet their expectations. Half of the students stated that they picked up a course in the second semester and did so knowing that there would be no extra cost due to the Program Fee, of which they were then made aware. These students did express concerns about the number courses available in the second semester and the dearth of courses in their own areas of interest. In general, the students felt that the Faculty should make an effort to offer

a breadth of courses across disciplines and increase course availability in the second semester. Several students in each group stated that the issues of course availability and scheduling, particularly courses essential to their discipline, were their primary considerations when determining their annual course loads. Students wanted more access to the opportunities for small-group learning, research, and international experiences, than currently available in the Faculty of Arts and Science.

A few students in each group (two or fewer) appreciated the fact that the Program Fee permitted them to take more than 5 FCEs without additional cost, while fewer students (one or none per group) indicated that they had dropped below 4 FCEs to avoid the Program Fee. No students who enrolled in fewer than 5 FCEs stated that they did so to engage in co-curricular or extra-curricular activities. Nevertheless, about half of the students in the groups indicated that if the Program Fee were not in place, their ideal course count would be 4 FCEs, which would allow them to spend more time in extra-curricular activities, at work, attending to family responsibilities, or compensating for lost time because of commuting. Perhaps the student preference for 4 FCEs may also be a reflection of student familiarity and comfort with their experience of the prevailing culture within Ontario's secondary schools, where schools on the semester system require a maximum of four courses per term. Similar to several emails sent by students to the Chair of the Program Fee Committee, several students in the focus groups resented paying a Program Fee if they took fewer than 5 FCEs.

In general, the responses from the students in the focus groups appear to confirm student behaviour as revealed in other sections of this report regarding course loads and admissions. The report from the student focus groups does not differ from the observations made by the Registrars regarding student advising.

Question #6: Did the Program Fee affect student financial aid?

Concerns were expressed that the program fee might disadvantage students with financial need by leaving them without sufficient resources or adding to their indebtedness from student loans.

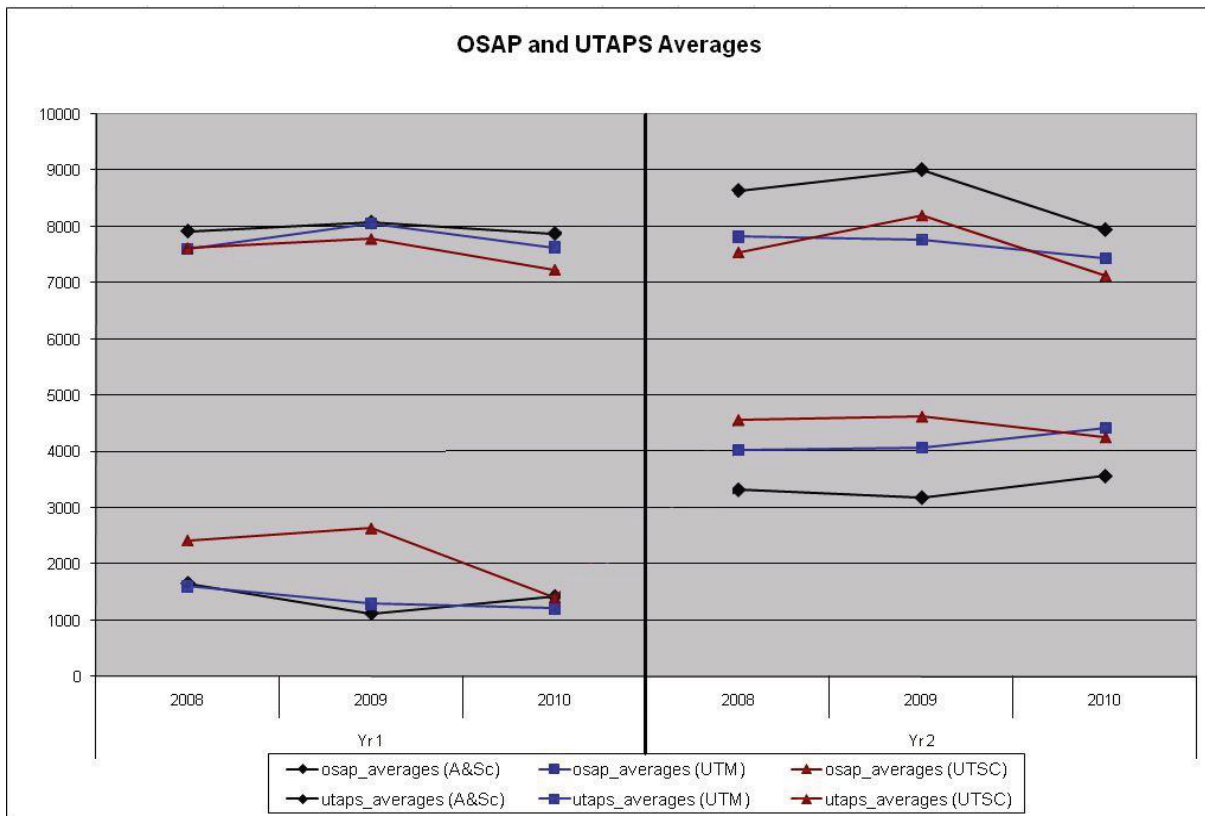
The Ontario Student Assistance Program (OSAP) is the primary vehicle for assessing and providing student financial aid for full-time study. A student's grant and loan entitlement is based on an assessment of that student's financial need that includes an institution's annual structure of mandatory fees. Students taking a course load of 60% or more (i.e., 3.0 full course equivalents or more) are eligible for OSAP. The Program Fee is calculated automatically into the assessment of a student's financial need. If the student's assessed need is below the allowable grant and loan entitlement, the entitlement is adjusted upward accordingly. If the assessment shows the student's financial need exceeds the maximum allowable grant and loan for OSAP, the University of Toronto's own student assistance

program (UTAPS) makes up the needed amount in the form of a non-repayable grant. Thus students under the Program Fee who have financial need will continue to be provided with the adequate resources to enable their studies, as required under the University's Financial Aid Guarantee. (More details on the workings of OSAP and the Program Fee can be found in Appendix 4.)

To monitor whether the Program Fee had increased student's indebtedness or placed a burden on the University's financial aid resources, the Committee examined the average amounts of OSAP and UTAPS disbursed over the past 3 years to Yr 1 and Yr 2 students in FAS, UTM and UTSC. (In Figure 9, Yr 1 student data are on the left side of the graph, with 2009 and 2010 being the Program Fee, and Yr 2 data on the right with only 2010 as Program Fee. The average OSAP amounts are the top set of lines and the average UTAPS, the lower set.)

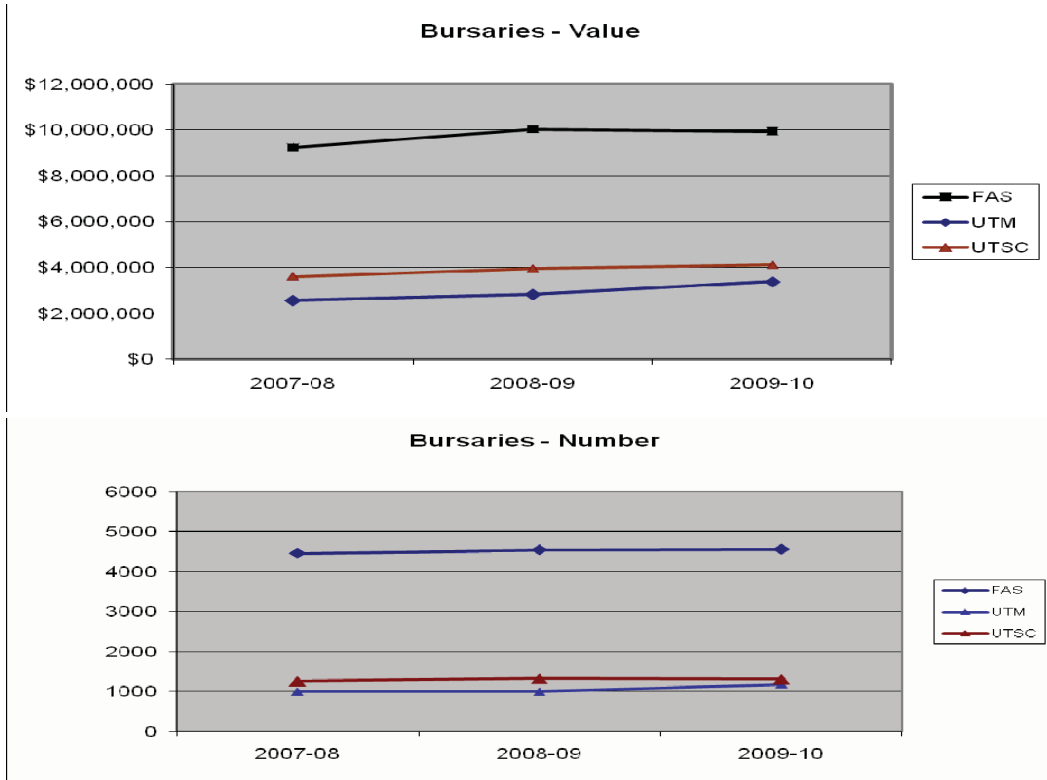
Figure 9 shows that the average OSAP and UTAPS disbursements for both Cohort 1 and Cohort 2 held steady before and after the implementation of the Program Fee. The trends in the Faculty of Arts and Science appear to differ little from UTM and UTSC trends where a per course fee is in place. From these data, there appears to be no spike in indebtedness among Arts & Science students in Cohort 1 or Cohort 2 of the Program Fee when compared to students in previous years, and there is no relative increase when they are compared to UTM and UTSC.

Figure 9: Average OSAP/UTAPS amounts, 2008-2010



Bursaries (non-repayable grants) are the University's means of addressing unforeseen financial need not taken into account automatically by OSAP and UTAPS. Figure 10 shows that the number of bursaries the University has paid out to address this need has risen slightly over the past three years, perhaps attributable to a weakened economy and higher student unemployment in the summer months, but the trend of the Faculty of Arts & Science is generally in line with trends at UTM and UTSC.

Figure 10: Bursaries, 2007-2010



Question #7: Did the Program Fee affect students with accessibility issues?

There was concern expressed that the Program Fee might cause hardship for students with disabilities who may have to take a reduced course load (lower than 5.0 but still above the Program Fee threshold) as part of an accommodation for their disability.

Students Registered with Accessibility Services were specifically exempted from the Program Fee when the Program Fee policy was approved. To implement this, the Office of the Faculty Registrar and the Office of Accessibility Services put in place an administrative procedure to ensure all students registered with the Service are permanently “grand parented” so that they pay a per course fee.

There was also a concern among some that students might overwhelm Accessibility Services in an attempt to avoid the Program Fee. However, registering with Accessibility Services is only possible for those with bona fide documentation of their disability. In addition, Accessibility Services and the Faculty have long encouraged students with disabilities to become registered with Accessibility Services as part of forming an appropriate plan of study while at university, and so having those students make themselves known to the service and register is seen as a positive outcome. The numbers of students registering with the service has been increasing markedly over the years; however, this trend has not changed in any way related to advent of the Program Fee.

Question #8: Did the Program Fee affect student advising?

The Registrars were candid about the fact that any change of this kind provides a difficult adjustment for their staff and students at first. The Registrars made several observations about procedures, some directly related to the Program Fee and others indirectly related:

- The limitations of ROSI require many changes to move eligible students from the Program Fee back to the per course fee have to be done manually, approximately 500 in the first year and 1200 in the second year of the Program Fee. Most of these were done by the Office of the Faculty Registrar but many were done by registrarial staff in the seven colleges, creating a considerable administrative burden.
- Registrars indicated that under the Program Fee they were more able to encourage students to protect their academic record by dropping Fall courses in which they were doing poorly and to replace these with an additional Spring course for which no additional fee was necessary.
- There was concern about students “hoarding” courses as a contingency, i.e., signing up for more courses than they actually intended to complete, because the additional courses are covered by the Program Fee at no additional cost to the student. This may prevent other students from enrolling in courses they want for the second term. The concern was raised that many such courses would be dropped too late for others to take advantage of the spaces.
- Registrars are also concerned that ROSI currently allows students to hold an extremely unbalanced term load of courses provided that their session load is under the maximum, e.g. a student is not prohibited from enrolling in 8 Spring courses as long as the Fall/Winter course load remains under 6.0 FCEs. With the additional per course fee charge no longer a disincentive, more students may be permitted by ROSI to engage in unwise academic behaviour.
- There was concern about how the University of Toronto refund schedule applies to students under the Program Fee, particularly those students who withdraw from their studies part-way through the year. The University’s Policy requires them to “cancel their registration” (ref: *Registration Handbook and Timetable*, p.56) in order to

receive a refund but this is not possible if they have something remaining on their record from the first term.

- There was uncertainty if a student's Fall/Winter Program Fee would cover field courses that were part of program requirements but only available in the Summer sessions.

Since the first public presentation of these issues at the March 7, 2011 meeting of the Arts & Science Faculty Council, the Office of the Faculty Registrar has informed the Chair of the steps that are planned or have been taken to address these issues:

- The Office of the Faculty Registrar instituted procedures to identify students whose course loads made them eligible to pay fees per course and made that change without those students needing to come forward. In the second phase of the implementation when the Program Fee threshold matches the institutional definition of "full-time study," a redeveloped Student Information System will reduce the need for these manual conversions.
- Enrolment procedures will be monitored and adjusted to minimize the course spaces held unnecessarily and maximize the spaces available to students who need them most.
- The Office of the Faculty Registrar has been aware of ROSI's longstanding limitations in monitoring students' term course load and will press to ensure this is addressed in the redevelopment of the new Student Information System (NGSIS) currently under development at the University.
- The Faculty has brought the matter of how the refund schedule applies to Program Fees to the attention of those in the Provost's Office who are responsible for fee and refund policies so that the matter can be addressed.
- The Faculty is taking steps to ensure that students who register in field courses that are part of their program requirements, but are only offered in the Summer sessions, will be able to include those field courses as part of their Program Fee course load (beginning in summer 2011).

Question #9: Did the Program Fee affect the Faculty's revenue stream?

The Committee requested the applicable financial information from the Faculty and recognizes that these revenue figures represent only a partial implementation of the Program Fee, that is only two cohorts of students at the 4.0 course threshold. Although budgetary matters are the responsibility of the Dean, the Committee thought it important to learn if any of the expected increase in revenues had occurred.

In the first two years, the Faculty estimated that approximately \$6.5 million of total additional revenue was collected. From this amount, approximately \$734,000 was deducted automatically and set aside for student financial aid as per University policy. The

remaining amount was then discounted for things such as the University Fund and university-wide costs. This left the Faculty of Arts & Science with net total additional revenue of about \$3.25 million dollars. When the Fee is fully implemented across all four cohorts of students, with a threshold of 3.0 courses, the Faculty has indicated that it anticipates there will be a significant increase in revenue.

Question #10: Has the Faculty produced additional curricular resources to facilitate teaching and learning?

Since the primary stated purpose put forward at the time of the proposal for the Program Fee was to enhance the learning environment for students, the Committee requested that the Faculty provide information on how it has deployed these additional resources to enhance teaching and learning across the Faculty of Arts & Science over the past two years. The Faculty's response to the Committee points to the following initiatives:

- Expanding the offering of 399 Independent Experiential Study courses
- Funding more International Course Modules (ICMs)
- Expanding the First Year Learning Communities (FLC) Program
- Expanding English Language Learning opportunities
- Expanding the Writing Instruction for TAs (WIT) Program
- Development of (with ASSU) the Undergraduate Research Fund for implementation in 2011-2012
- Providing more spaces to respond to spikes in enrolment demands; nearly \$2million in assistance was disbursed to departments in 2009-10 and 2010-11 for additional teaching assistants, spaces in existing course sections, and additional course sections to meet the increased student demands for courses.

Concluding Remarks

The Program Fee Monitoring Committee undertook its task to identify areas of concern with regard to the implementation of the Program Fee and then examined both quantitative and qualitative data to address these concerns. The work was thorough, extensive, and consultative.

While recognizing that the implementation of the Program Fee has only been underway for two cohorts of students, and much of the data available reflect only 1.5 years of this implementation with only a 4.0 course threshold in the first phase, the Committee concludes that most of the concerns expressed in the discussions leading up to the policy being approved have not materialized. A number of administrative problems have been

identified and it appears that the Faculty is beginning to make the needed adjustments accordingly. There appear to be some shifts in student behavior (such as more students taking more than 5.0 courses), but there appear to be no major shifts at this time that present cause for concern.

Submitted

Dr. Mark G. McGowan
Professor of History & Principal, St. Michael's College
Chair, Program Fee Monitoring Committee

Appendix 1: Additional Data, Data Tables and Descriptions of Data

Question #1: Course Loads

Figure 1: Yr 1 Nov. Course Loads 2007-2010

Course load data at the Nov. 1 Count for students entering into Yr 1. Transfer students are not included, nor are students remaining in Yr 1 from previous entering cohorts. The graph shows the data expressed as a percentage of the incoming population to adjust for incoming cohorts of differing sizes. 2007 and 2008 are pre-PF cohorts; 2009 and 2010 are PF cohorts.

Table 1a

Course Load	Incoming Student Enrolment			
	Course Loads on November 1			
	2007	2008	2009	2010
6.5		1		
6	38	24	86	94
5.5	132	115	315	338
5	3199	3003	3135	2812
4.5	933	843	1123	1078
4	1112	1111	1135	996
3.5	226	254	311	253
3	182	208	200	166
2.5	80	43	43	54
2	64	37	49	33
1.5	31	19	22	24
1	52	45	34	29
0.5	18	21	13	16
Total	6067	5724	6466	5893

Table 1b

Course Load	Incoming Student Enrolment			
	% of Population			
	2007	2008	2009	2010
6.5	0.0%	0.0%	0.0%	0.0%
6	0.6%	0.4%	1.3%	1.6%
5.5	2.2%	2.0%	4.9%	5.7%
5	52.7%	52.5%	48.5%	47.7%
4.5	15.4%	14.7%	17.4%	18.3%
4	18.3%	19.4%	17.6%	16.9%
3.5	3.7%	4.4%	4.8%	4.3%
3	3.0%	3.6%	3.1%	2.8%
2.5	1.3%	0.8%	0.7%	0.9%
2	1.1%	0.6%	0.8%	0.6%
1.5	0.5%	0.3%	0.3%	0.4%
1	0.9%	0.8%	0.5%	0.5%
0.5	0.3%	0.4%	0.2%	0.3%

Figure 2: Yr 2 Course Load Distribution

Course load data at the Nov 1 Count for students who entered the previous year and are in Yr 2 in the year given. Transfer students are not included, nor are students remaining in Yr 2 from previous cohorts. 2007, 2008 and 2009 are the pre-PF cohorts; 2010 is PF Cohort 1 in its Yr 2.

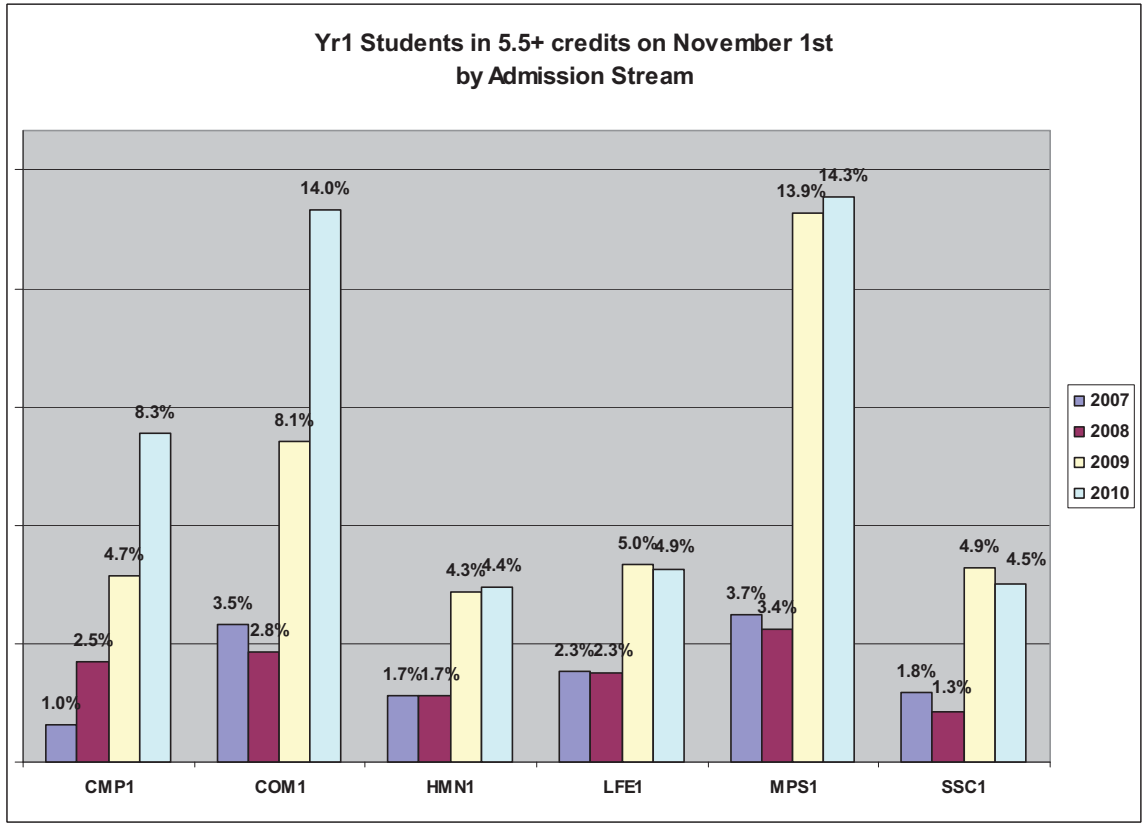
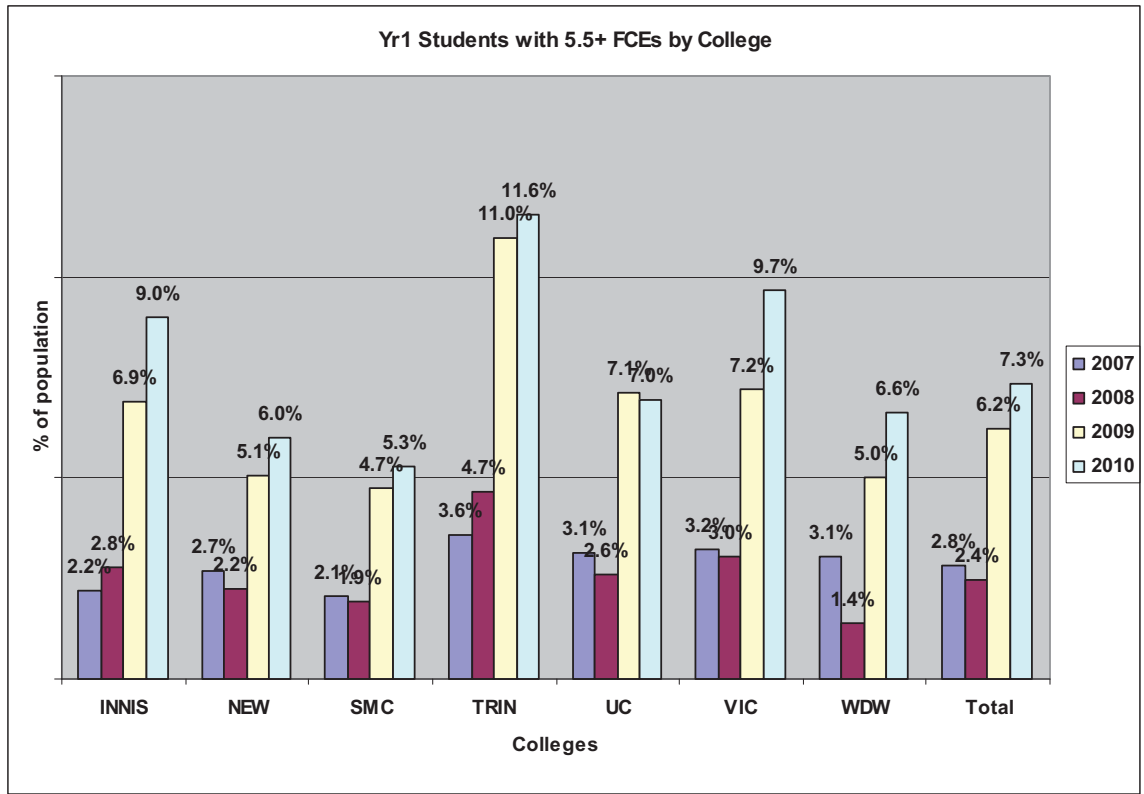
Table 2a

Course Load	Incoming 2nd year Student Enrolment			
	Course Loads on November 1			
	2007	2008	2009	2010
7	2			1
6.5	1		1	2
6	114	155	140	293
5.5	305	395	379	694
5	2076	2156	2047	2344
4.5	848	937	902	1028
4	836	967	875	785
3.5	301	361	368	324
3	219	284	269	253
2.5	165	138	134	140
2	135	133	90	105
1.5	66	43	52	54
1	82	79	60	58
0.5	35	21	20	16
Total	5185	5669	5337	6097

Table 2b

Course Load	Incoming 2nd year Student Enrolment			
	Course Loads on November 1			
	2007	2008	2009	2010
7	0.0%	0.0%	0.0%	0.0%
6.5	0.0%	0.0%	0.0%	0.0%
6	2.2%	2.7%	2.6%	4.8%
5.5	5.9%	7.0%	7.1%	11.4%
5	40.0%	38.0%	38.4%	38.4%
4.5	16.4%	16.5%	16.9%	16.9%
4	16.1%	17.1%	16.4%	12.9%
3.5	5.8%	6.4%	6.9%	5.3%
3	4.2%	5.0%	5.0%	4.1%
2.5	3.2%	2.4%	2.5%	2.3%
2	2.6%	2.3%	1.7%	1.7%
1.5	1.3%	0.8%	1.0%	0.9%
1	1.6%	1.4%	1.1%	1.0%
0.5	0.7%	0.4%	0.4%	0.3%
Total				

Distribution of Course Loads over 5.0 by Admission Stream and College



Question #2: Academic Performance

Figure 3: Average End-of-Year GPAs of Yr1 Cohorts, 2007-2010

The graph represents the average Annual GPA for students in each admission stream, calculated at the end of the Fall/Winter session. Only students from the incoming cohorts were included, not those remaining in Yr1 from previous cohorts. 2009 is the only Yr 1 PF cohort for which we have final results, since the 2010 Yr 1 is still in progress. These 2010 data were taken in 2011 and so all marks amendments, petitions, etc. have been resolved.

Table 3a:

	CMP1	COM1	HMN1	LFE1	MPS1	SSC1
2007	2.00	2.63	2.28	2.60	2.51	2.22
2008	1.95	2.60	2.33	2.61	2.33	2.18
2009	2.10	2.77	2.41	2.56	2.44	2.22

Figure 4: Average GPAs by Course Load, 2007-2010

All streams are combined in this data set. The course load is the final load at year’s end plotted against the average year-end GPA of students with that load.

Question #3: Completed Courses

Figure 5: Nov & Final Yr 1 Course Load Distribution, 2007-2009

This shows the results of 2 counts on Yr 1 incoming cohorts’ course loads, with the counts placed side by side: the Nov count seen in Fig. 1 and a similar count done for the end of the Fall/Winter session. The Nov count is on the left and the final count on the right. The data for completed courses includes all the courses where the student was enrolled until the end, it includes courses with final marks but also courses with a LWD or WDR, i.e., withdrawals at or after the end of the course.

Table 5a: Final Course Loads by Number and Percent of Yr1 Cohort

Courses	2007	2008	2009
6.5	3		1
6	16	11	23
5.5	73	63	132
5	2171	2094	2086
4.5	986	889	1249
4	1437	1397	1546
3.5	444	396	527
3	396	405	421
Less than 3	387	360	372
Total	5913	5615	6357

Courses	2007	2008	2009
6.5	0.1%	0.0%	0.0%
6	0.3%	0.2%	0.4%
5.5	1.2%	1.1%	2.1%
5	36.7%	37.3%	32.8%
4.5	16.7%	15.8%	19.6%
4	24.3%	24.9%	24.3%
3.5	7.5%	7.1%	8.3%
3	6.7%	7.2%	6.6%
Less than 3	6.5%	6.4%	5.9%

Figure 6: Net Change in Yr 1 Course Loads Nov vs Final

This graph tracks the net change in individual students’ course loads between Nov and year end. Those who ended with the same load as they had in Nov are represented by the 0 bars in the middle of the graph, while

those with more at the end than in Nov are to the left and, fewer at the end than in Nov are to the right of 0. Two pre-PF cohorts are included with the single PF cohort that has completed a year, Cohort 1.

Table 6a: Net Changes in Course Load

Net Chng	3	2.5	2	1.5	1	0.5	0	-0.5	-1	-1.5	-2	-2.5	-3	-3.5	-4	-4.5	CANC
2007	0.0%	0.0%	0.0%	0.1%	0.8%	4.3%	56.2%	15.9%	14.2%	2.9%	2.0%	0.6%	0.3%	0.1%	0.0%	0.0%	2.5%
2008	0.0%	0.0%	0.1%	0.2%	0.8%	4.2%	56.8%	16.9%	13.1%	2.8%	1.9%	0.7%	0.2%	0.3%	0.1%	0.1%	1.9%
2009	0.0%	0.0%	0.1%	0.2%	1.0%	5.4%	49.8%	20.2%	14.0%	4.0%	1.9%	0.8%	0.5%	0.2%	0.1%	0.0%	1.8%

Question #4: Recruitment

Data for this question are taken from the Final Monitoring Reports supplied each year by Admissions & Awards

Figure 7: Applications & Take-Up Rates 2007-2010

Applicants here include all applicants who have not had previous university work. When applying through the Ontario Universities Application Centre, students are required to rank their choice of university/faculty. We give no preference for those ranking us “first choice,,: but as one would expect, the yield is highest from “first choice” applicants.

Table 7:

Applications	2007	2008	2009	2010	2011
total 101	18285	18460	19288	20562	20175
total 105	3299	5331	5448	6026	6416
Total Apps	21584	23791	24736	26588	26591
1st ch 101	5932	5796	6172	6816	6754
1st ch 105	3299	3422	3569	4128	4460
Total 1st Choice	9231	9218	9741	10944	11214

Figure 8: Take-Up Rates 2007-2010

The “take-up rate” is the percentage of offers of admission that were accepted by the students who received them, and includes both those who came and registered and those who fell away between accepting and registering or deferred their admission till the following year. Note that in Spring 2009 after the Program Fee was approved, the Faculty Registrar emailed all applicants who had been offered admission to inform them of the Program Fee, and so the 2009 take-up rate reflects those who were aware of the PF.

Table 8:

Take-Up	2007	2008	2009	2010
Offers	16891	16565	17787	16593
Acceptances	6502	6206	6966	6415
Take--Up Rate	38.5%	37.5%	39.2%	38.7%

Figure 8: Tri-Campus Student Transfers 2008-2010

This data was supplied by Admissions & Awards, through which office all internal UofT transfers must go. It includes only those who were approved for transfer, not those who applied. Students must complete at least one year of study before transferring campuses, and so those who entered in 2009 would not be eligible to transfer until 2010. Such students from UTM and UTSC would have been subject to the PF upon transferring, as only those students with a UofT registration prior to September 2009 were grandparented with per-course fees.

Question #5: Student Life

Information and documents regarding the Student Life section are in Appendices 2-4.

Question #6: Financial Need

Graphs and data for this question were provided by Admissions and Awards.

Figure 9: Average OSAP/UTAPS Amounts, 2008-2010

This graph was supplied by Admission & Awards and is based on their annual reports to Governing Council. The graphs show average OSAP and UTAPS disbursements on the 3 campuses over 3 years. Both Yr 1 and Yr 2 students are shown, with 2 cohorts of Yr 1 students and 1 of Yr 2 in FAS. As UTAPS amounts are awarded on top of the OSAP, the average OSAP is considerably larger than average UTAPS, since not everyone reaches the maximum OSAP entitlement making them eligible for UTAPS.

Figure 10: Bursaries 2008-2010

These data were supplied by Admissions & Awards, and represent all financial aid funds disbursed to students in each of the 3 divisions over the 3 years. The funds include college bursaries, funds drawn from a college allocation from Admissions & Awards, OSOTF awards, and all awards based on financial need. Students apply to their college or to Admissions & Awards directly, and the assessment is done case by case. The bursary awards are non-repayable grants.

Table 10:

Bursaries		2007-08	2008-09	2009-10
	FAS	\$9,232,098	\$10,040,696	\$9,939,048
Total Value	UTM	\$2,566,628	\$2,831,712	\$3,385,447
	UTSC	\$3,609,378	\$3,944,313	\$4,121,041
	FAS	4453	4541	4556
Total Number	UTM	992	995	1171
	UTSC	1255	1327	1307

Question #8: Student Advising

Changes from PRG to CRS

Students are set by default to the Program Fee mode. Those intending to study with a course load of < 3.0 can ask to be changed immediately to per course. Those initially eligible in the Fall Term are notified of their eligibility and may make the change to per course; those planning to add further courses or undecided are advised to leave themselves in PF mode in order to add courses beyond 3.0 on ROSI. In January, after the last day to add courses in the Fall/Winter session, the Office of the Faculty Registrar runs a diagnostic and changes all those eligible for the course fee to the course-fee mode.

January Reconciliation		
2009-2010		
PRG>CRS	by Colleges	288
	by OFR	215
CRS>PRG	by OFR	11
Total		514
2010-2011		
PRG>CRS	by Colleges	727
	by OFR	512
CRS>PRG	by OFR	10
total		1249

Appendix 2: Focus Group Methodology

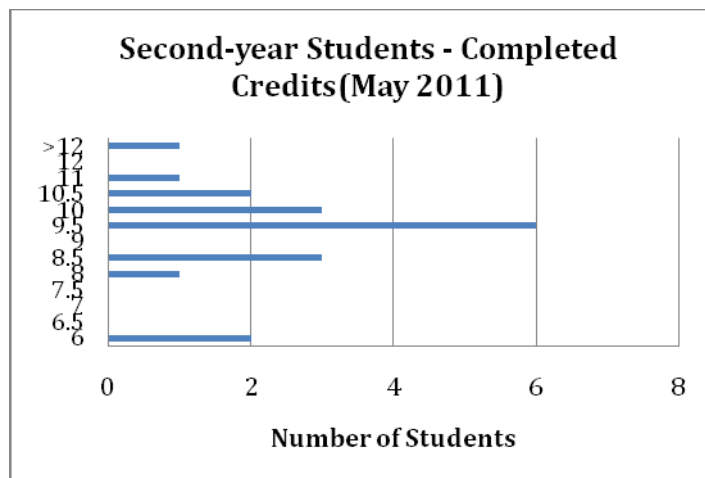
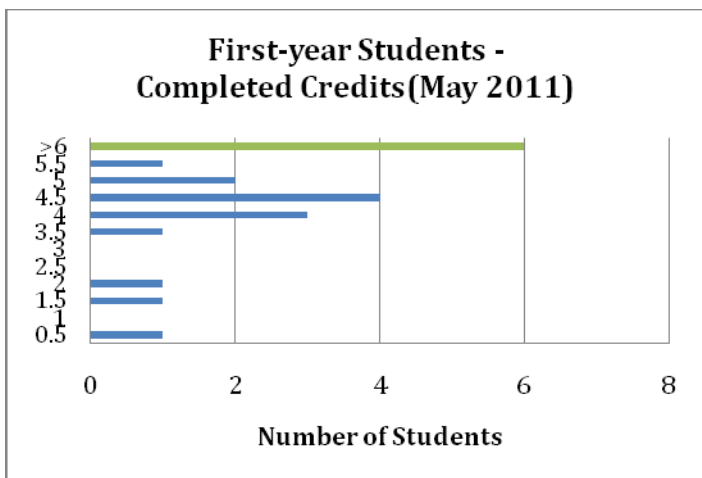
The focus group facilitators identified several questions to guide discussion in consultation with Sandy Welsh, Glenn Loney, and Mark McGowan. These questions, listed below, represented existing questions and concerns about the program fee as voiced by students, faculty and administrators, and provided opportunities for open-ended input into the effect of the program fee on students' academic and extra-curricular experiences.

Additionally, an information sheet was prepared to gather demographic and contextualizing data from participants. This information sheet was distributed at the beginning of the focus groups, completed by participants, and returned to the facilitators. Whenever possible, questions on the information sheet reflect NSSE phrasing and response categories (in order to draw on the research and testing already invested in that question development process). Data from the information sheets is summarized below.

Summary of information sheets

Please see the appended information sheet for full questions and response categories

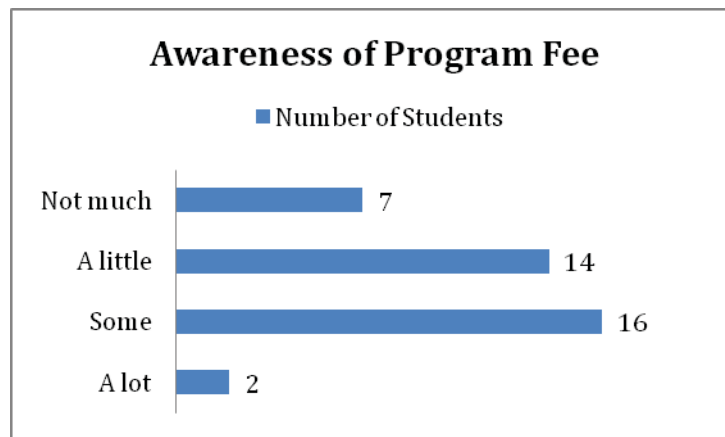
1. Participants by area of study: Of 41 total participants, 48% were studying in the social sciences, 43% in the humanities, 28% in science, and 8% in interdisciplinary fields. One student was enrolled in Commerce (or planned to enroll in Commerce). Totals exceed 100% as students were asked to mark all fields of study, and many students were studying in more than one area. These areas of study over-represent the humanities and social sciences and under-represent the sciences in comparison to the general first- and second-year student population.
2. Participants by place of residence: Of participants, approximately 30% of students lived in residence and 30% lived within walking distance of campus. 40% lived within driving, transit or cycling distance of campus. One student lived in a fraternity or sorority house.
3. Total credits completed (by May 2011): The charts below note how many credits students in the focus group will have completed by May 2011. Of note is that six first year students reported having completed 6 or more credits. These may have included transfer credits or credits from previous programs, or may represent a misunderstanding of the term "credits."



4. Sources of funding: The most common source of funding was parents or other relatives, with 65% of students receiving at least some funding from this source. 50%-60% of students reported funding at

least of portion of their own university costs through personal savings and work during university. 40% of students were supported through government loans, and 25% reported receiving government grants or scholarships. Approximately 35% of students were receiving a university scholarship or bursary. Fewer than 15% of students were relying on private loans or scholarships. Many students reported more than one source of funding.

5. Work for pay on- and off-campus: 40% of participating students reported no hours of work on- or off-campus. Another 30% of students worked between 1 to 10 hours per week; just under 30% worked between 11 and 20 hours per week. Three students reported working more than 20 hours per week.
6. Participation in extra-curricular activities: One-quarter of students reported no participation in extra-curricular activities. 50% reported spending between 1 to 10 hours per week on these activities; 25% spent between 11 to 20 hours per week. No students reported spending more than 20 hours per week on extra-curricular activities.
7. Awareness of the program fee: The chart below depicts students' reported awareness of the program fee prior to the focus group.



8. Date of birth: Of participating first-year students, 60% were between 18 to 20 years old. Of participating second-year students, 90% were between 19 to 21 years old. All additional students had earlier birthdates.

Appendix 3: Focus Group Questionnaire

Program Fee Focus Group Information Sheet

Thursday, March 17 – 4:00-5:30pm

Please answer the questions on this sheet. They are designed to provide a description of those attending the focus groups. This information will be used in our report to describe the characteristics of students in the focus groups.

1. Program of Study (or intended program of study). If you are planning on two majors in different areas, please circle all that apply.
 - a. Humanities
 - b. Social Science
 - c. Science
 - d. Interdisciplinary

2. Which of the following best describes where you are living now while attending university?
 - a. Room or apartment in university residence or campus housing
 - b. Off-campus accommodation within walking distance of campus
 - c. Off-campus accommodation within driving distance of campus
 - d. Fraternity or sorority house

3. How many credits will you have completed when finals are over in May?

4. How do you pay your tuition? Please circle in all that apply:

	Please circle one of the four columns for each financing source below to indicate how you have financed your education this year:			
	\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+
Parents/other relatives (including RESP)				
Work while attending university				
Personal savings including income from work while not attending university (prior to university and during summers)				
Government loans (OSAP or other government loans)				
Government scholarships or grants (including Band and INAC funding)				
University bursary or scholarship				
Private bank loan, line of credit, or credit card				
Private sector scholarship or grant				
Other sources				

5. How much time per week do you work for pay **on campus**?
 - a. 0 hr/wk
 - b. 1-5 hr/wk
 - c. 6-10 hr/wk
 - d. 11-15 hr/wk
 - e. 16-20 hr/wk
 - f. 21-25 hr/wk
 - g. 26-30 hr/wk
 - h. 30+ hr/wk

6. How much time per week do you work for pay **off campus**?
 - a. 0 hr/wk
 - b. 1-5 hr/wk
 - c. 6-10 hr/wk
 - d. 11-15 hr/wk
 - e. 16-20 hr/wk
 - f. 21-25 hr/wk
 - g. 26-30 hr/wk
 - h. 30+ hr/wk

7. How much time per week do you spend participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
 - a. 0 hr/wk
 - b. 1-5 hr/wk
 - c. 6-10 hr/wk
 - d. 11-15 hr/wk
 - e. 16-20 hr/wk
 - f. 21-25 hr/wk
 - g. 26-30 hr/wk
 - h. 30+ hr/wk

8. How much do you know about the program fee?
 - a. Not much
 - b. A little
 - c. Some
 - d. A lot

9. What is your year of birth?

Appendix 4: Focus Group Questions

Program Fee Focus Group Questions

Introduction to Focus Group

As students enter, we'll ask them to complete the information sheet. Explain that this information will be kept anonymous, but will be used to describe the characteristics of students who participated in the focus groups.

- **Introduce ourselves**
- **Describe purpose of focus group (Emily)**
 - To gather information for a committee, chaired by Mark McGowan, that is currently reviewing the effect of the program fee on students' experiences at the UofT.
- **Describe format of the focus group (Emily)**
 - We have several questions that address particular questions members of this committee and the university have about the program fee. If you have a comment about any of these questions, please just jump in.
 - We'll both be taking notes to capture your responses.
 - Once we've completed the focus groups, we'll synthesize your responses into a report for this committee. Your responses will be kept anonymous – we will not connect any particular responses with your name or any personal information. We'll also ask that you are considerate of the privacy of the people in this room, and therefore that you not repeat any of the comments you hear today.
 - This focus group will take about an hour and twenty minutes.
 - Questions?
- **General info on program fee (Kelly)**
 - o Refers to the way tuition is charged at UofT
 - o Full-time students pay a flat tuition fee, rather than paying a particular amount per course
 - o ADD: Rationale for the program fee – funding other initiatives within A&S.
 - access to courses, improved faculty-student ratios so they get better access to their professors, more small-group learning experiences in which they can interact with peers and develop relationships with faculty mentors, and more opportunities to engage in research or undertake international experiences
 - o **(Kelly – add or change as you wish)**

1. What do you know about how the program fee works?

Probe: Do you know how it works in terms of course load?

Dropping courses?

Adding courses?

2. Many factors play a role in a student's decision to come to U of T, such as academic programs, reputation of the university, geographic location, tuition cost, to name a few. Thinking about your decision to come here, what factors were important for your decision?

What role, if any, did the program fee play in your decision to come here?

[Note: if students talk about tuition cost in general, will want to direct back to the program fee or how tuition is structured]

3. Now I'd like to ask you about course load or the number of courses you take in year. Like your decision to come to U of T, many factors affect the number of courses you take. Thinking about the number of courses you are taking this year, what factors did you consider when deciding on this?

Probe: If no one mentions the program fee ask,

Did the program fee play a role in your decision around course load? If yes, how? If no, why not?

- 3.a One of the concerns for students is that they will not have enough time for extra-curricular activities due to their course load. So, I'd like to ask, how many of you were involved in extra-curricular activities at U of T this year? Were you as involved as you wanted to be? Was your involvement determined by your course load?
4. Next, I'd like to ask you about dropping courses. Have any of you dropped a course this year? Why? Did the program fee play a role in that decision?

Possible probe: Did it make it easier for you to decide to drop? Harder?

5. At the beginning of this focus group, we explained a bit about some of the rationale behind introducing the program fee, including the funding constraints faced by Arts & Science and the desire to make sure some funds remain available to support some in-class initiatives in undergraduate education. We know, however, that students have opinions about the program fee: some are concerned about the cost, others about some of the things we've discussed today, like the flexibility for dropping/adding courses. Do you have any concerns about the program fee that haven't yet been discussed?
6. Before we end here, anything else you'd like to say?

Thank you for coming.

Appendix 5: OSAP, UTAPS and Financial Aid

OSAP (the provincial plan of loans and grants) is the primary basis of financial aid for undergraduates. OSAP and UTAPS (the UofT plan of grants) are both based on OSAP's assessment of a student's financial need and are automatically calculated and disbursed once a student applies for OSAP. Students with a course load of 60% or more, i.e., 3.0 FCEs or more, are eligible.

OSAP's calculation of a student's need and entitlement for aid includes what the institution deems mandatory fees, i.e., tuition and incidental fees. Hence, students under the PF would put down on their application the amount of the PF as the fees they must pay, and it would be included in calculating their need. If their need goes beyond the maximum allowed by OSAP, then UTAPS makes up the amount of unmet need beyond the OSAP maximum with a non-repayable grant to the student.

The fees are indicated by course load on the OSAP application: the student is asked what course load he or she will be taking, e.g. 60% (= 3.0 credits), 100% (=5.0 credits, etc. Students under the PF put down 100% since they will be paying 100% of the 5.0credit fee. Note that Admission & Awards, when reporting to OSAP the course load on the students' Confirmation of Enrolment does not rely on the student to know that the Program Fee should be entered as 100%. Admissions & Awards staff have an administrative procedure to ensure that the course load and its attendant PF are reported correctly for the student to ensure the proper Program Fee amount is taken into account in the calculation of need.

When considering how the PF may affect a student's financial aid and indebtedness, two scenarios are relevant:

- i) A student has full OSAP, i.e., has need assessed to the maximum possible entitlement, and either no further need or further need extending into the UTAPS range. In both these instances, any additional differential that might arise because the student is paying the PF would appear in the UTAPS portion, and so be covered by a UofT non-repayable grant.
- ii) A student has partial OSAP, i.e., OSAP covers all the student's assessed need but this does not reach the maximum possible OSAP entitlement. If there were an additional differential for the PF, then the student's OSAP assessed need would increase and the student's OSAP would rise correspondingly.

In both these instances, the students would have the immediate resources to cover any additional differential created by the PF. In one instance, this would be covered by a non-repayable grant; in the other, likely by an additional loan amount.

In both cases, these students may be eligible for OSAP's "partial loan forgiveness plan" which calculates at the end of the academic year and forgives any loan amount beyond \$7300, provided the student has made "satisfactory progress," which is interpreted as passing 3.0 credits for the Fall/Winter session (2.0 for students with disabilities). Thus, if the student was already above \$7300 in OSAP loans for that year or if a PF differential amount took the student beyond that line,

that part beyond \$73000 would be forgiven under the program and the student would not have to repay it.

Worth noting perhaps, even though it is financial aid that does not pertain directly to PF students, the University has recently moved to modify its Noah Meltz Bursary Program for part-time students. This is relevant since a concern was expressed about students who wanted to take a reduced course load and might move down below the 3.0 threshold to avoid the PF but also make themselves ineligible for the full OSAP and UTAPS consideration as full-time students. The University has the Meltz program for part-time students with financial need. Among other improvements, this program now offers a bursary for eligible part-time students that covers fees for up to 3 courses per year (2 in Fall/Winter, 1 in Summer), books, travel and child-care expenses. The limit per year had been 2 courses per year (1 in Fall/Winter and 1 in Summer). These changes now mean those students with financial need who wish to proceed at a part-time pace may move to a course load below the 3.0 of the PF and still receive assistance for their education.