

Nevada System of Higher Education

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January 30, 2026

Roger Wilkerson, Acting Director
Legislative Counsel Bureau
401 S. Carson Street
Carson City, Nevada 89701-4747

Subject: NRS 396.542

Dear Director Wilkerson,

Sub-section 3 of Nevada Revised Statute 396.542 requires the Nevada System of Higher Education (NSHE) to provide a report by February 1 of each year on differential program fees. That report is attached and includes the following information:

1. The demand for each academic program and major;
2. The costs of providing each academic program and major; and
3. A schedule of all tuition charges and registration fees assessed for each academic program and major.

Please contact me if you have any questions.

Sincerely,

Chris Viton
Vice Chancellor for Budget and Finance / Chief Financial Officer

ATTACHMENT

CC: Nancy Morris, Principal Program Analyst, Fiscal Analysis Division, LCB
Tiffany Greenameyer, Director, Administration, Governor's Finance Office, Budget Division
Michael Rankin, Executive Budget Officer, Governor's Finance Office, Budget Division
Matt McNair, Chancellor, Nevada System of Higher Education

University of Nevada, Las Vegas

Differential Program Fees

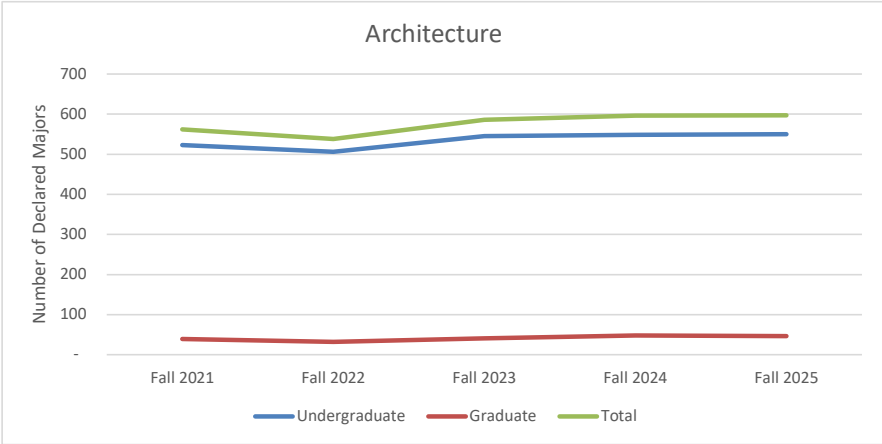
Fiscal Year 2025

Data reflects declared majors per program and does not include students who are paying differential fees as a result of taking service credits.
prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Architecture

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	523	506	545	548	550
Graduate	39	32	41	48	47
Total	562	538	586	596	597

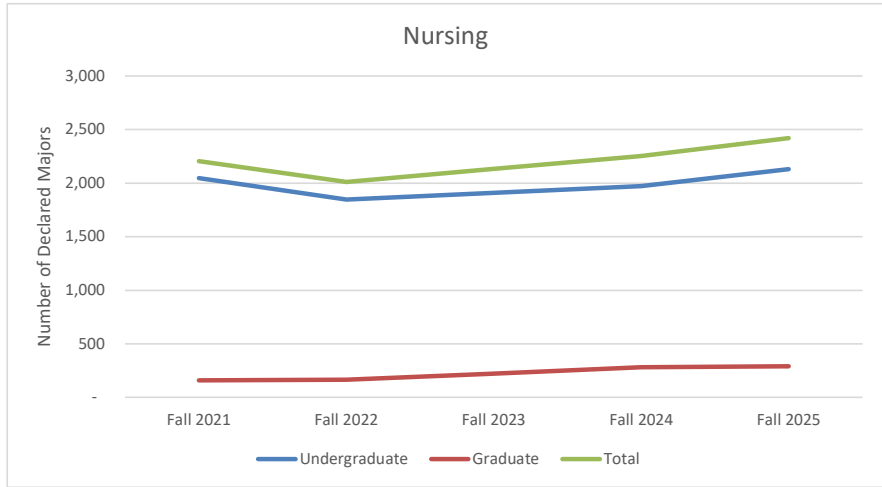
The Architecture program differential fee became effective Spring 2012 with a per credit differential fee for undergraduates and graduates of \$156.75 and \$239.50, respectively. The enrollment in the undergraduate Architecture program was trending upwards until a slight decrease in Fall 2022, but then had an increase starting in Fall 2023 and continuing through Fall 2025. The enrollment in the graduate Architecture program has been relatively stable over the last five years.



Nursing

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	2,045	1,846	1,909	1,971	2,129
Graduate	159	166	223	281	290
Total	2,204	2,012	2,132	2,252	2,419

The Nursing program differential fee became effective Spring 2012 with a per credit differential fee for undergraduates and graduates of \$156.75 and \$239.50, respectively. Effective Fall 2025, the fees for undergraduates and graduates increased to \$220.00 and \$335.00, respectively. UNLV's Undergraduate and Graduate programs saw increases in enrollment until Fall 2020. The subsequent decline in total enrollment numbers, beginning Fall 2021, was due to a nursing shortage and consequently a shortage in the number of faculty and nurses in practice to train students. This, in turn, limited the number of applicants that could be admitted to the programs. In Fall 2023 and continuing through Fall 2025, both the Undergraduate and Graduate programs saw increases in enrollment.



University of Nevada, Las Vegas

Differential Program Fees

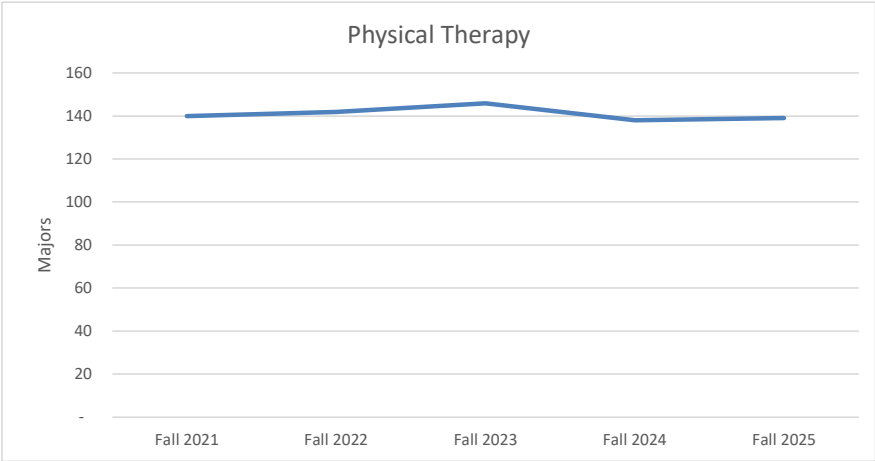
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Physical Therapy

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	140	142	146	138	139

The Physical Therapy program differential fee became effective Spring 2012 with a per credit differential fee of \$239.50. Effective Summer 2025, the fee increased to \$325.00. This program is a graduate level program and has nearly reached it's capacity enrollment. There are 3 cohorts to this program with a maximum enrollment of 48 students. Total enrollment capacity is 144 students.



Social Work

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	199	190	182	170	157

The Master of Social Work degree program and the differential fee became effective Spring 2012 with a per credit differential fee of \$125. Enrollment in this program increased until Fall 2019. The decrease in enrollment numbers, beginning prior to Fall 2021, is consisent with national patterns of enrollment in graduate social work programs.



University of Nevada, Las Vegas

Differential Program Fees

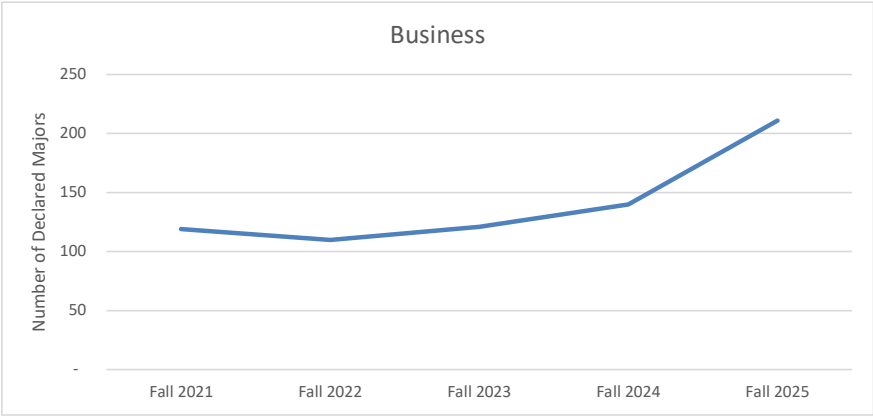
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Business

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	119	110	121	140	211

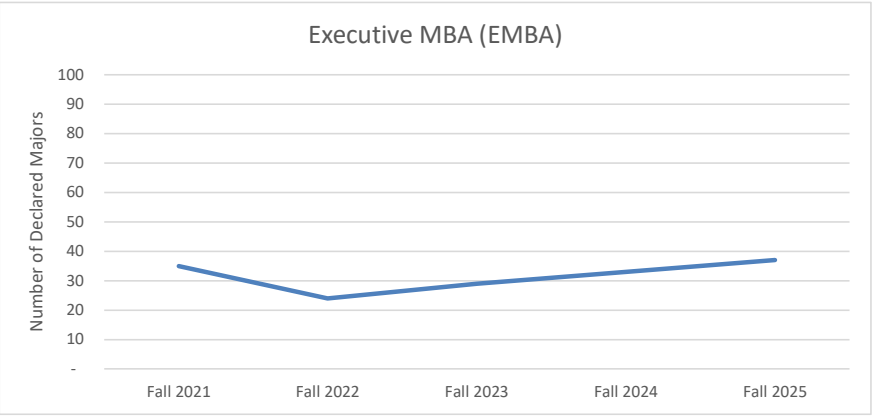
The Business differential fee was approved by the Board at their April 8, 2011 Special Board meeting and became effective Spring 2012 with a \$100 per credit differential fee. The enrollment was consistent from Fall 2016 through Fall 2019, but began to decrease in Fall 2020 and continued to drop again in Fall 2021 and Fall 2022. However, starting in Fall 2023 and continuing through Fall 2025, enrollment has been increasing.



Executive MBA (EMBA)

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	35	24	29	33	37

The EMBA program was established in FY02, but differential fees were not established until the March 6-2, 2014 Board of Regents meeting. A \$236 per credit fee was approved with an effective date of Fall 2015. Enrollment for the program remained stable until 2020 when the pandemic began. Due to the pandemic and economic instability, enrollment has not returned to the pre-pandemic numbers. Enhanced marketing and recruitment efforts have been implemented to increase enrollment. In Fall 2022 enrollment started to increase and has continued to increase through Fall 2025.



University of Nevada, Las Vegas

Differential Program Fees

Fiscal Year 2025

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Urban Leadership

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	60	56	50	42	45

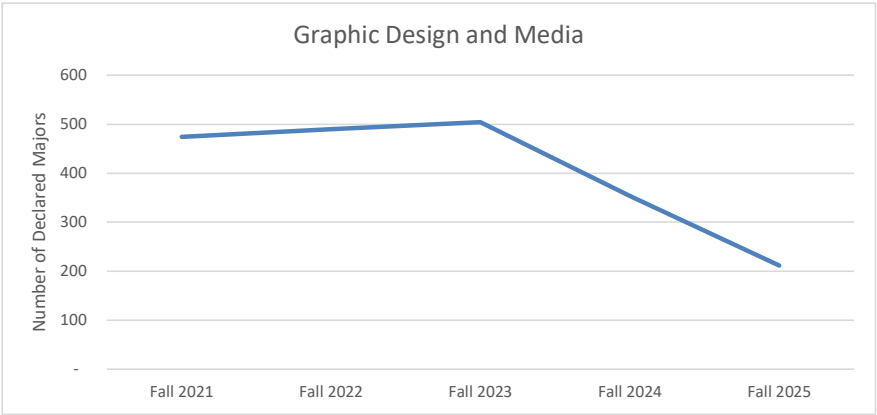
Although the Urban Leadership differential fee of \$150 per credit was approved for the Spring 2012 semester, significant curriculum revisions delayed the start of the program until January 2015. Enrollment in the program had a steady increase until Fall 2021. The decline in enrollment continued through Fall 2024 and then increased slightly in Fall 2025. Per agenda item BOR-30 from the December 2016 Board meeting, the MA Urban Leadership program - Educational Leadership strand (UL-EL) has been phased out and UNLV's MEd in Educational Policy and Leadership degree was added.



Graphic Design and Media

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	474	490	504	353	212

The differential fee for the BS Graphic Design and Media program was approved by the Board of Regents at their December 5-6, 2013 meeting to take effect in the Fall 2014 semester with a per credit differential fee of \$156.75. This program saw steady increases in enrollment from Fall 2018 to Fall 2023, but has had a significant decrease that has continued through Fall 2024 and Fall 2025. According to program faculty, the decline in numbers can be attributed to the fact that pre-majors (freshman and sophomores) are no longer included in the fall enrollment totals for the BS Graphic Design and Media program.



University of Nevada, Las Vegas

Differential Program Fees

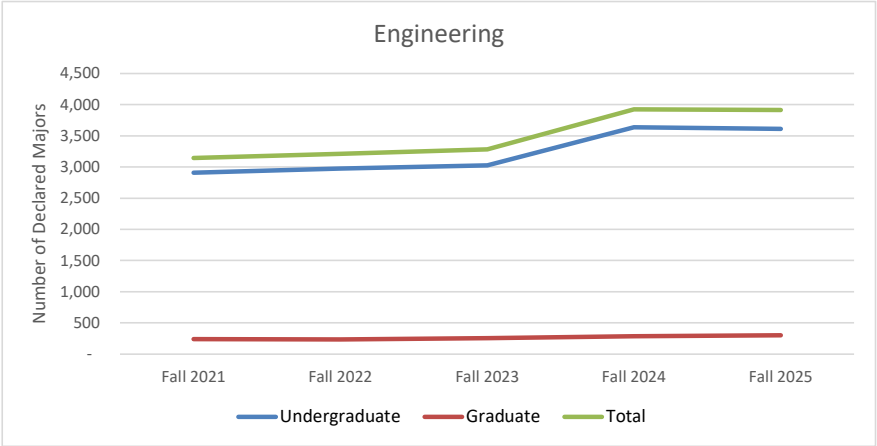
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Engineering

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	2,910	2,979	3,032	3,638	3,610
Graduate	238	234	255	288	304
Total	3,148	3,213	3,287	3,926	3,914

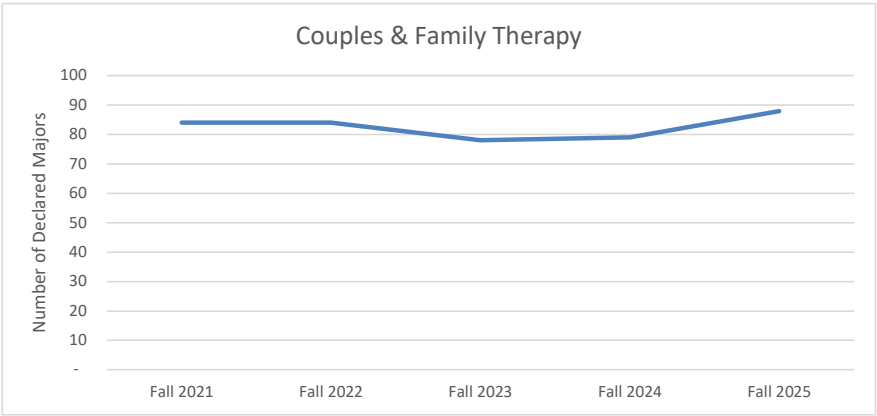
Differential fees for Engineering were approved by the Board at their December 5-6, 2013 meeting and has a per credit differential fee for undergraduates and graduates of \$40 and \$20, respectively. Effective Fall 2025 the per credit differential fee increased to \$80 for both undergraduates and graduates. Graduate enrollments dropped from Fall 2020 - Fall 2022 due to lower enrollments of International students, but have increased in Fall 2023 and continued through Fall 2025. Overall, enrollments have steadily increased since the program began and had a significant increase in Fall 2024.



Couples & Family Therapy

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	84	84	78	79	88

The Marriage and Family Therapy (MFT) program was converted from a State supported to a self supporting program effective Spring 2010. At that time, differential fees were not an option. At the March 6-7, 2014 meeting, the Board approved converting the MFT degree program to State support and approved a \$177.50 per credit differential fee effective Fall 2015. Enrollments for this program have remained steady over the past 5 years. Effective September 2017, Marriage & Family Therapy was renamed to Couple and Family Therapy (CFT).



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Differential Program Fees

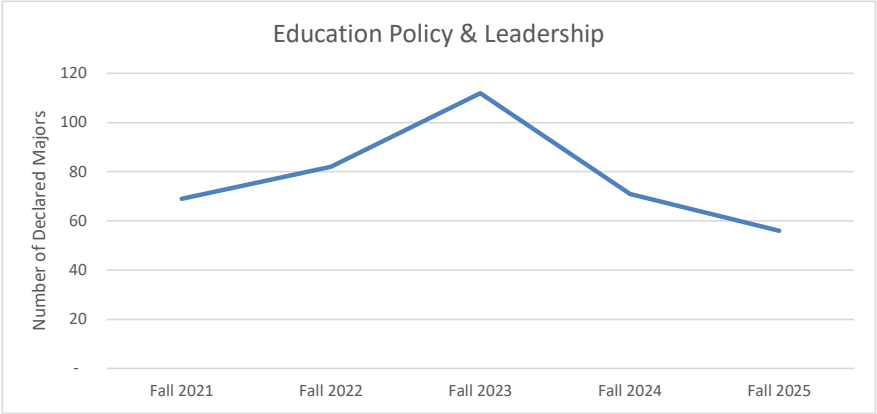
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Education Policy & Leadership

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	69	82	112	71	56

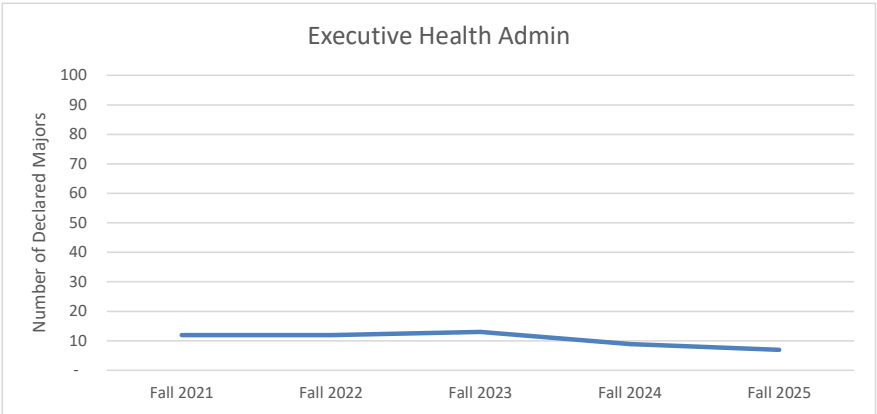
The differential fee for the Education Policy & Leadership program was approved by the Board of Regents at their December 1-2, 2016 meeting with a \$175 per credit fee. This is a two year program, offering two cohorts per year, and enrolling up to 20 students per cohort. Enrollment has increased each year since the program began with a spiked increase in Fall 2022 and Fall 2023 that can be attributed to the Clark County School District's(CCSD) Urban Leader Pathway program which provides CCSD educators with tuition assistance toward a Master of Education in Educational Policy and Leadership. The decline in enrollment in Fall 2024 continuing into Fall 2025 is largely due to the cessation of the Urban Leader Pathway program funding.



Executive Health Admin (MHA)

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	12	12	13	9	7

The differential fee for the Executive Health Admin program was approved by the Board of Regents at their March 3-4, 2016 meeting to take effect in the Summer 2016 semester. The Executive Health Admin program started in the Fall 2017 with a per credit differential fee of \$400 and has experienced a decrease in enrollment since 2019. The department feels the decline was due to the pandemic putting additional strain on healthcare workers, the EMHA program's target demographic. The School of Public Health has received institutional funding for marketing the EMHA program in FY26 and hopes to see higher enrollments moving forward.



University of Nevada, Las Vegas

Differential Program Fees

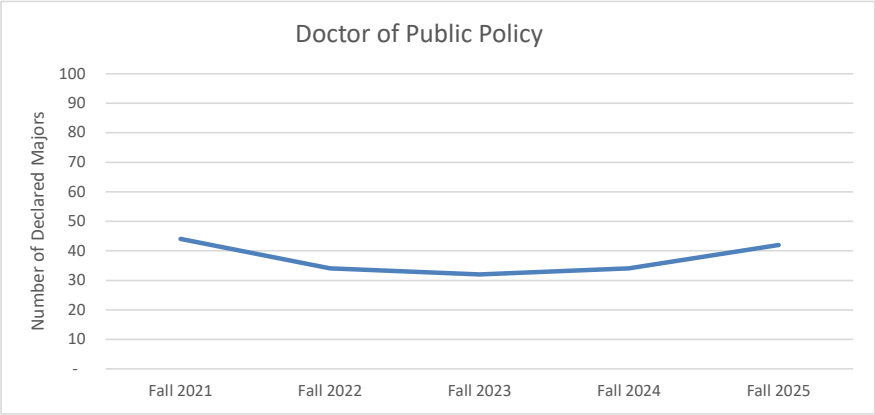
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Doctor of Public Policy (DPP)

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	44	34	32	34	42

The differential fee for the Doctor of Public Policy program was approved by the Board of Regents at their June 7-8, 2018 meeting to take effect in the Fall 2018 semester with a per credit differential fee of \$300. The Doctor of Public Policy program started in Fall 2018, and had increasing enrollment until a decrease in Fall 2021 that continued through Fall 2024. In Fall 2025 enrollment started to increase again.



Executive Educational Leadership (EDD)

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	11	21	18	25	17

The differential fee for the Executive Educational Leadership program began in Summer 2019 with a \$200 per credit fee. Enrollment was consistent from Fall 2019 through Fall 2020. Then enrollment in 2021 decreased and was deferred to Fall 2022, which resulted in a significant enrollment increase in Fall 2022. Enrollment dropped slightly in 2023, but increased in 2024 and decreased in 2025.



University of Nevada, Las Vegas

Differential Program Fees

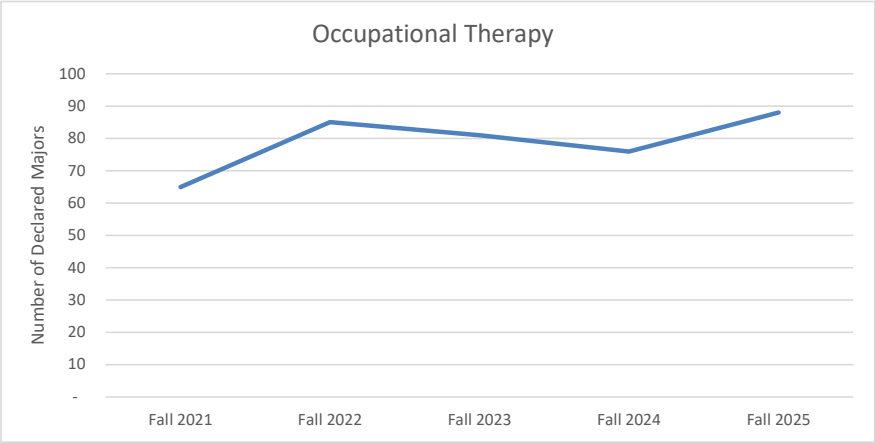
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Occupational Therapy

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	65	85	81	76	88

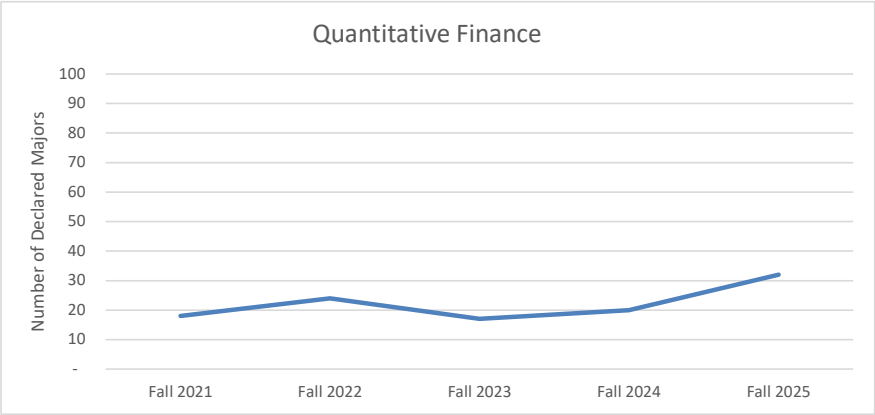
Differential fees for the Occupational Therapy program were approved by the Board of Regents at their November 29-30, 2018 meeting with a per credit differential fee of \$300 and an effective date of Summer 2020. Enrollments have increased each year since the program began with a slight decrease in Fall 2023 and Fall 2024, but increased again in Fall 2025.



Quantitative Finance

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	18	24	17	20	32

The differential fee for the M.S. in Quantitative Finance program was approved by the Board of Regents at their November 29-30, 2018 meeting with an effective date of Fall 2019 and a per credit differential fee of \$375. Enrollment increased in Fall 2022 and then declined in Fall 2023. The College of Business implemented a stronger marketing plan to graduate students and a bridge program for undergraduate students. Enrollment started increasing in Fall 2024 and continued in Fall 2025.



University of Nevada, Las Vegas

Differential Program Fees

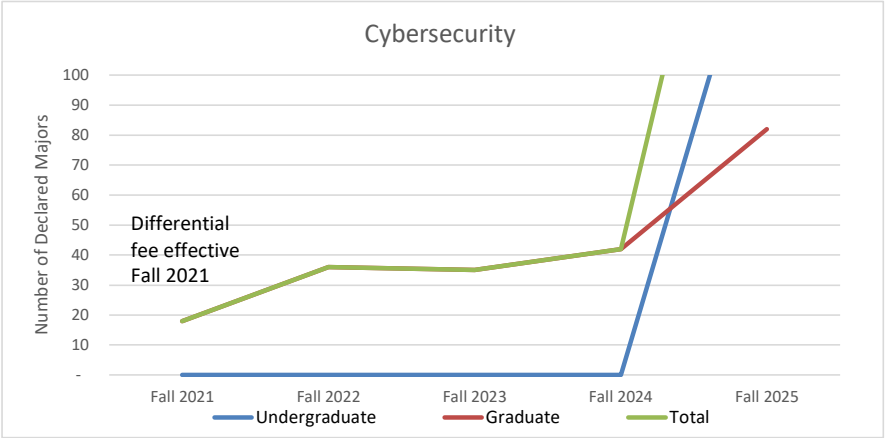
Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

Cybersecurity

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	-	-	-	-	164
Graduate	18	36	35	42	82
Total	18	36	35	42	246

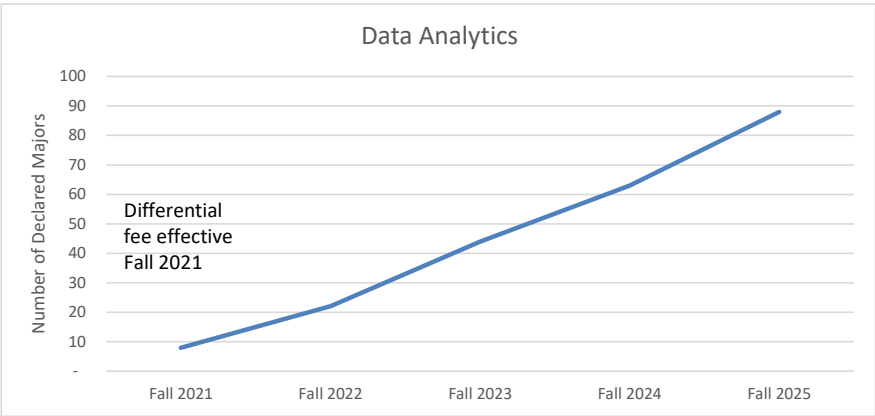
The differential fee for the Cybersecurity Graduate program was approved by the Board of Regents in March 2020 to take effect in the Fall 2021 semester with a per credit differential fee of \$300. The Cybersecurity Graduate program has doubled its enrollment from the first year of the program in Fall 2021 to the second year Fall 2022 and continued to increase through Fall 2025. Enrollment growth is expected to continue due to high demand of this program. Effective Fall 2025, the Cybersecurity Undergraduate program was approved to start with a per credit differential fee of \$150.



Data Analytics

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	8	22	44	63	88

The differential fee for the Data Analytics program was approved by the Board of Regents in December 2020 to take effect in the Fall 2021 semester with a per credit differential fee of \$300. The Data Analytics program started with 8 students in Fall 2021, increased to 22 students in Fall 2022, and doubled to 44 students in Fall 2023. In Fall 2024 and 2025 the program continued to increase enrollment significantly.



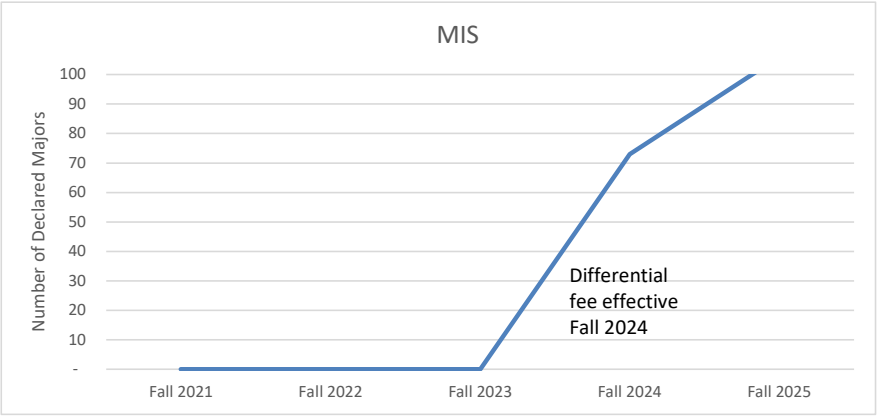
University of Nevada, Las Vegas

Differential Program Fees

Fiscal Year 2025

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prepared 1/8/2026 for FY25 report due to NSHE 1/21/2026

MIS	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Graduate	-	-	-	73	106
The differential fee for the MIS program became effective in the Fall 2024 semester with a per credit differential fee of \$100. Since the MIS differential fee began the enrollment increased by 33, from 73 in Fall 2024 to 106 in Fall 2025.					



UNLV - Fees for Programs with Differential Fees - Fees in effect for FY25

Response to NSHE request dated 1/21/2025: 3) Include a schedule of all tuition charges, registration fees assessed for each academic program and major

SB449 Section 2 (3) (c): Include a schedule of all tuition charges, registration fees, and other fees assessed for each academic program and major. The attached schedule shows all tuition, registration, and mandatory fees for full time students enrolled at the University of Nevada, Las Vegas. The registration, surcharge, student support, student association, and technology fees are assessed on a per credit hour basis. Other mandatory fees are assessed per semester to all full time students.

The Board of Regents approved differential fees for UNLV's upper division / graduate credits taken in Architecture, Business, Healthcare Administration, Nursing, Physical Therapy, Social Work, Urban Leadership, Engineering (effective fall 2014), Graphic Design and Media (effective fall 2014), Executive MS in Health Administration (effective Summer 2016), and Educational Policy & Leadership (effective Spring 2017).

Differential fees are assessed on a per credit hour basis.

	FY25 Undergraduate	FY25 Graduate	Notes
Registration Fee	281.00	344.25	
Student Surcharges	-	-	*Surcharge was only for FY21 and only for one year and is no longer being charged
Student Support Fee	3.00	-	
Student Association Fee	2.97	7.00	
Technology Fee	12.00	12.00	
iNtegrate Fee	6.00	6.00	
Total Registration & other mandatory per credit fees	304.97	369.25	
Study Abroad Education Fee	2.00	2.00	
Rebel Recycling Fee	1.00	1.00	
Student Health Fee	108.50	108.50	
Mental Health Fee	60.00	60.00	
Student Life Facilities Fee	223.00	223.00	
Graduate & Professional Student Assoc		25.00	
Graduate Health Insurance (9 credits or more) annual		3,932.00	Applies only if student does not have alternative coverage
Flat Mandatory Fees - Per Semester	394.50	4,351.50	
Differential Fees per credit			
Architecture (effective Spring 2012)	156.75	239.50	Course Level UG 300-400 and Graduate 500-700
Business (effective Spring 2012)		100.00	Course Level Graduate 500-700
Business MIS (effective Fall 2024)		100.00	Course Level Graduate 500-700
Cybersecurity (500-700 level effective Spring 2021 and 300-400 level effective Fall 2025)	150.00	300.00	Course Level UG 300-400 and Graduate 600-700
Data Analytics (effective Fall 2021)		300.00	Course Level Graduate 600-700
Educational Policy & Leadership (EPL effective Spring 2017)		175.00	Course Level Graduate 600-700
Engineering (effective Fall 2025)	80.00	80.00	Course Level UG 300-400 and Graduate 600-700
Executive Leadership (effective Fall 2019)		200.00	Course Level Graduate 700 and above
Executive MBA (effective Fall 2015)		236.00	Course Level Graduate 700
Executive Health Admin (MHA effective Summer 2016)		400.00	Course Level Graduate 700
Graphic Design (effective Fall 2014)	156.75		Course Level UG 300-400
Couple & Family Therapy (effective Fall 2015)		177.50	Course Level Graduate 700 and above
Nursing (effective Fall 2025)	220.00	335.00	Course Level UG 300-400 and Graduate 500-700
Nursing DNP-CRNA Track (effective Spring 2025)		800.00	Course Level Graduate 600 and above
Occupational Therapy (effective Fall 2019)		300.00	Course Level Graduate 700 and above
Physical Therapy (effective Summer 2025)		325.00	Course Level Graduate 500-700
Public Policy (DPP effective Fall 2018)		300.00	Course Level Graduate 700
Quantitative Finance (FINQ effective Fall 2019)		375.00	Course Level Graduate 700 and above
Social Work (effective Fall 2012)		125.00	Course Level Graduate 700
Urban Leadership (effective Fall 2012)		150.00	Course Level Graduate 700
Non-Resident Tuition			
Non-Resident Full Time Tuition per semester	9,071.00	9,071.00	
Non-Resident Part Time Tuition per credit	309.00	378.75	
Non-Resident Distance Education per credit	140.50	172.25	

UNLV - FY25 SUMMARY of DIFFERENTIAL FEES

Data below shows differential fee revenue recorded by academic program or UG/graduate financial aid for FY25

SB449 2(3)(b)

PROGRAM	PROGRAM NAME	FY25 Beg Bal as a % of		Revenue	Encumber	Expense	End Balance
		Revenue	Beg Balance				
PG11684	DIFF FEES ARCHITECTURE	30%	182,126	600,117	0	725,659	56,585
PG11690	DIFF FEES NURSING	46%	1,691,125	3,699,010	0	4,181,552	1,208,583
PG11686	DIFF FEES PHYS THERAPY	5%	49,173	977,673	0	1,002,378	24,468
PG11692	DIFF FEES SOCIAL WORK	80%	256,758	322,375	0	322,767	256,366
PG11689	DIFF FEES BUSINESS	10%	23,245	227,937	0	205,576	45,606
PG12263	DIFF FEES EMBA	20%	25,440	128,933	0	143,310	11,062
PG11687	DIFF FEES URBAN LEADERSHIP	105%	100,621	95,396	0	132,608	63,409
PG11688	DIFF FEES GRAPHIC DESIGN	149%	409,784	275,580	0	408,342	277,022
PG11691	DIFF FEES ENGINEERING	65%	360,014	557,031	0	826,803	90,241
PG23008	Computer Science Lab - Differential Fee	0%	0	96,114	0	61,004	35,110
PG23009	Civil Engineering - Differential Fee	0%	0	78,804	0	12,313	66,491
PG23010	Electrical Engineering - Differential Fee	0%	0	52,651	0	19,224	33,427
PG23011	Mechanical Engineering - Differential Fee	0%	0	92,175	0	72,999	19,176
PG18555	DIFF FEES MFT - Starting FY20	17%	36,711	222,424	0	186,462	72,673
PG11507	Diff Fees Education Policy Leadership	129%	250,879	194,155	0	318,481	126,553
PG11029	DIFF FEES EMHA	38%	23,255	61,274	0	70,887	13,642
PG17754	DIFF FEES Doctor of Public Policy (DPP)	100%	147,605	147,806	0	158,745	136,665
PG18227	Diff Fees Executive Educational Leadership	152%	60,540	39,787	0	2,938	97,388
PG19272	DIFF FEES OCCUPATIONAL THERAPY	17%	140,357	825,050	0	918,925	46,482
PG18211	DIFF FEES QUANTITATIVE FINANCE	27%	16,942	63,159	0	66,139	13,961
PG21165	Diff Fees Fees Cybersecurity - Starting FY23	17%	40,735	234,923	0	134,709	140,949
PG21167	Diff Fee Data Analytics - Starting FY23	36%	42,785	118,226	0	62,107	98,904
PG22853	DIFF FEE MIS Program	0%	0	127,161	0	50,875	76,286
	Sub total Programs	42%	3,858,095	9,237,762	0	10,084,806	3,011,051
PG11026	DIFF FEES ARCHITEC FIN AID UG new	53%	40,028	74,932	0	41,000	73,960
PG10899	DIFF FEES ARCHITEC FINAID GRAD new	66%	19,516	29,570	0	22,000	27,086
PG11101	DIFF FEES NURSING FIN AID UG new	4%	15,471	396,863	0	258,223	154,111
PG11102	DIFF FEES NURSING FIN AID GRAD	2%	6,479	285,455	0	195,117	96,817
PG10831	DIFF FEES PHYS THERAPY FIN AID new	49%	86,794	176,689	0	188,366	75,117
PG10468	DIFF FEES SOC WRK FIN AID GRAD new	89%	56,588	63,618	0	19,925	100,282
PG10476	DIFF FEES BUSINESS FIN AID new	52%	20,784	40,227	0	40,500	20,510
PG10478	DIFF FEES EMBA FIN AID new	44%	11,712	26,601	0	27,000	11,313
PG11028	DIFF FEES URBAN LEADER FINAID new	74%	12,944	17,449	0	22,750	7,643
PG11034	DIFF FEES GRAPHIC DSGN FIN AID new	49%	23,647	48,627	0	14,210	58,064
PG10932	DIFF FEES ENGR FIN AID UG new	51%	72,840	142,080	0	162,150	52,770
PG10477	DIFF FEES ENGR FIN AID GRAD new	67%	8,448	12,675	0	20,000	1,123
PG18554	DIFF FEES MFT FIN AID new - Starting FY20	31%	16,023	51,976	0	67,999	0
PG19652	DIFF FEES EDUCATION POLICY LEADERSHIP FINANCIAL AID	210%	71,987	34,263	0	71,000	35,250
PG10469	DIFF FEES EMHA FIN AID	35%	3,782	10,813	0	4,500	10,095
PG17753	DIFF FEES DOCTOR OF PUBLIC POLICY FIN AID	94%	24,399	25,995	0	42,848	7,545
PG18199	DIFF FEES EXECUTIVE LEADERSHIP FIN AID	126%	8,836	7,021	0	8,800	7,057
PG18198	DIFF FEES OCCUPATIONAL THERAPY FIN AID	64%	93,765	145,594	0	138,432	100,927
PG18200	DIFF FEES QUANTITATIVE FINANCE FIN AID	12%	1,322	11,146	0	9,100	3,368
PG21166	Diff Fee Cybersecurity FA - Starting FY23	13%	5,266	41,456	0	29,384	17,338
PG21168	Diff Fee Data Analytics FA - Starting FY23	22%	4,496	20,863	0	15,000	10,359
PG22834	DIFF FEES MIS FIN AID	0%	0	22,442	0	19,813	2,629
	Sub Total Financial Aid	36%	605,126	1,686,355	0	1,418,118	873,363
	Total UNLV Differential Fees	41%	4,463,221	10,924,117	0	11,502,924	3,884,413

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

College of Fine Arts School of Architecture

Introduction

The funding from the differential fees is essential for the School of Architecture (SoA) to provide and maintain its educational programs at a high level. Our high-level standards are predicated upon meeting and maintaining compliance with the requirements of three distinct professional accrediting bodies. The overall enrollment trend in the School of Architecture has remained steady since fiscal year 2024.

Personnel

- One academic faculty salary to meet instructional needs.
- Two administrative faculty positions for the wood and fabrication labs.
- One Visiting Affiliate Assistant Professor and two Visiting Assistant Professors for instruction.
- Thirteen Part-Time Instructors (PTIs) to meet instructional needs hired as Letter of Appointments (LOAs).
- Four Graduate Assistantships (GA) to assist faculty with teaching, research, and special projects.
- Student workers (4) to assist in the fabrication labs with instruction and/or research projects.
- One front desk student worker to provide administrative support to faculty, students, and visitors.
- Total expenditures for salaries and fringe benefits in FY25 amounted to \$708,725.

Instructional Enhancements

- Equipment upgrades and improvement – Laptop purchases for faculty used in support of teaching, classroom technology enhancements, two new 3D printers for the Digital Tech lab, Fielder circular saw for the wood shop lab.
- One year software license for the 3 D printers for research and teaching purposes.
- Rhino software license upgrades to Rhino 8 for faculty, the digital fabrication lab and the computer lab.
- Purchase of parts and supplies for the digital fabrication lab and wood shop equipment which are heavily used by students who pay differential fees.
- Digital signage support – Annual maintenance of Visix server software and media. Used to display information pertinent to the students.

Student Engagement/Activities/Support

- Book Awards – purchased architecture discipline books for the SoA students to use.
- Faculty editor fees to support student collaborative research with faculty.

Financial Aid/Scholarships

A total of \$63,000 in differential fee scholarships were awarded to 14 students in FY25. These awards help retain high performing students that are facing financial challenges.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025
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College of Fine Arts
School of Architecture (continued)

Ending Account Balances for FY25

- \$56,585 or 9% of the annual revenue for the Architecture differential fees account.
- \$73,960 or 99% of the annual revenue for the Architecture differential fees financial aid undergraduate account. The School of Architecture plans to increase the undergraduate award amounts in FY26.
- \$27,086 or 92% of the annual revenue for the Architecture differential fees financial aid graduate account. The School of Architecture also plans to increase the graduate award amounts in FY26.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

January 2026

School of Nursing

Introduction

Differential fees support the core activities and operations of the School of Nursing (SoN) degree programs. These fees fund essential faculty positions and provide necessary instructional support, enhancing educational quality through expanded learning opportunities along with access to advanced technology and equipment. The nursing programs at UNLV remain strong, consistently attracting more qualified applicants than can be admitted to the undergraduate program. Overall, admissions to both the undergraduate and graduate programs increased from FY24 to FY25.

Personnel

- Academic Faculty (10) – responsible for instruction of undergraduate and graduate students
- Administrative Faculty (8) – who provide student service support for all students including tutoring, student success, and assistance with learning experiences
- Classified Staff (3) – to provide administrative support for students
- Student Workers (3) - assisting with IT and communications support
- Simulation Center Staff (4) – provide simulation support for students including lab setups and high-fidelity simulation experiences
- Part-Time Instructors (45) – provide instruction of undergraduate and graduate students

Instructional Enhancements

- Laboratory equipment
- Classroom supplies
- Online software for educational databases
- Captioning services for student learning accessibility resources
- Advertising for nursing programs
- Accreditation fees
- Student Elsevier book package (HESI Testing)

Student Engagement/Activities/Support

- Support Standardized Patient Experiences at the Clinical Simulation Center of Las Vegas (CSCLV) for undergraduate and graduate students. These include assessment and treatment testing using hired and trained people/actors for our Nurse Practitioner students, and exposure for undergraduate students to psychiatric patients using actors, so that students feel more comfortable when they enter the psychiatric clinical settings. Funds cover the cost of the instruction for standardized patient experiences, and the personnel to staff the standardized patient program.
- Student Conference Support. Funds were provided for 12 doctoral students to attend and present posters at the annual Western Institute of Nursing conference as well as travel for 2 Certified Nurse Midwives students to attend the American College of Nurse Midwives conference.
- Student Recognition and Support. These funds allowed us to fund \$5k in dissertation/research project awards for PhD and Doctoral Nurse Practitioner students.
- Funds also support professional organizational agency fees, white coat ceremonies, career fairs, and online facilitation and recording for our Student Recognition Ceremonies each year.
- Student Orientation, Homecoming, Open House and Research Forums. Differential program fees are used to provide guest speakers, learning activities, and meals for students during these student activities.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

School of Nursing (continued)

Financial Aid/Scholarships

The total amount of financial aid scholarships awarded to Nursing students in FY25 was \$458,538 (\$258,223 awarded to undergraduate students, \$195,117 to graduate students, and \$5,198 in additional aid).

Ending Account Balances for FY25

- \$1,208,583 or 33% of the annual revenue for the Nursing differential fees account
- \$154,111 or 39% of the annual revenue for the Nursing differential fees financial aid undergraduate account
- \$96,817 or 34% of the annual revenue for the Nursing differential fees financial aid graduate account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

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School of Integrated Health Sciences

Physical Therapy

Introduction

The differential fees for the Physical Therapy Program (DPT) have been essential to the department's success, allowing us to build the personnel and facilities needed to remain competitive with our aspirational peers. Due to recent cost of living adjustment (COLA) increases, the program faced an approximate \$150,000 budget shortfall in FY25 and received \$146,941 from the Provost's Office in Spring 2025 to offset this deficit. To address ongoing needs, the program proposed an increase to the differential fee, and the Board of Regents approved an adjustment from \$239.50 per credit to \$325 per credit, effective Summer 2025. In the report below, we include and highlight costs that are typically supported by the differential fee account but were covered by other funding sources in FY25 due to the shortfall.

Our program continues to maintain a strong and competitive applicant pool, and we will matriculate 48 students in the 2026 cohort. We are accredited to enroll up to 48 students and have no plans to increase cohort size. While we typically lose 2-3 students per cohort due to academic reasons, our long-term graduation rate remains strong at 92%. Historically, our first-year employment rate has been 100%. The program is ranked in the upper quintile of all PT programs by U.S. News & World Report (#46 of 246), making it one of the highest ranked academic programs at UNLV.

Personnel

In FY25, Physical Therapy differential fees continued to support salaries and benefits for the following:

- Seven academic faculty members (one tenured, one tenure-track and five faculty-in-residence) who deliver most of the instruction in the DPT program.
- Seven part-time instructors who primarily teach clinical content.
- One student affairs coordinator (administrative faculty) who oversees recruitment, admissions, and advising for physical therapy students.
- One administrative assistant who manages departmental operations, including purchasing, scheduling, and main office support.

Instructional Enhancements

Differential funds have significantly enhanced our research and educational facilities. In FY25, these funds were used to support the following needs (though each was ultimately covered by another account due to the differential fee shortfall):

- Participation in Simulation Center activities.
- Hiring medical actors to serve as simulated patients.
- Purchasing the Rehab Essentials software license, which provides instructional materials for the pharmacology course.
- Providing a personal financial wellness course for first-year students to strengthen financial literacy related to student loans and loan forgiveness programs.
- Purchasing new treatment tables for practical labs.
- Purchasing ExamSoft software for secure online testing.
- Additionally, differential program fees typically support four Brown Bag Lectures, eleven guest lectures, and one Distinguished Lecture each year to enrich the student experience and introduce students to diverse expertise and leaders in the field. In FY25, these activities were covered by other accounts due to the differential fee shortfall.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

School of Integrated Health Sciences Physical Therapy (continued)

Student Engagement/Activities/Support

In FY25, differential fees supported the following student-centered initiatives and program enhancements:

- Awarded \$24,168.83 in student grants to support 8 faculty-mentored research studies and 5 faculty-mentored service-learning projects.
- Sponsored 1 student to attend the Canadian Fall Prevention Conference.
- Covered registration fees for 21 students to attend the APTA Combined Sections Meeting (CSM) in Houston, the largest physical therapy conference in the world. Eleven students presented their research, and we provided a modest stipend to assist with registration, travel, and housing.
- Awarded \$6,500 in scholarships to 12 students at the annual Student Awards Ceremony for outstanding performance in various areas (funded through another account).
- Purchased a Rehab Essentials software license to support instructional content in the Pharmacology course (funded through another account).
- Provided a personal financial wellness course for first-year students to strengthen financial literacy related to student loans and loan forgiveness programs (funded through another account).
- Purchased new treatment tables for use in practical labs (funded through other accounts).
- Purchased ExamSoft for secure online testing (funded through another account).

Financial Aid/Scholarships

In FY25, the Physical Therapy program awarded \$189,037 in need-based student financial aid scholarships (108 students total) with \$37,583 of that amount used to incentivize 13 students to do their clinical internships in rural Nevada.

Ending Account Balances for FY25

- \$24,468 or 3% of the annual revenue for the Physical Therapy differential fees account
- \$75,117 or 43% of the annual revenue for the Physical Therapy differential fees financial aid account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Greenspun College of Urban Affairs Master of Social Work

Introduction

The Master of Social Work (MSW) program at UNLV prepares students for professional social work careers in the areas of trauma-informed and direct practice with individuals, families, and groups in management and community practice. Students are provided with academic knowledge related to theory, research, and major substantive issues in the field and practice experience through practicum experiences in a variety of private and public agency environments. The MSW program is designed to be consistent with the accreditation standards of the field's national professional accrediting body, the Council on Social Work Education (CSWE).

The program experienced a modest decline of about 13 students in the Fall of 2025. While this decrease is consistent with national patterns in graduate social work education, it also highlights several factors we can address through targeted adjustments in recruitment, delivery, and workforce alignment.

The next steps for the Social Work program will focus on flexible pathways, micro-credential on-ramps, and stronger employer partnerships. These align closely with the broader college discussion on workforce preparedness and applied program design.

Personnel

- Two Field Office staff: Director of Field Education and Assistant Director of Field Education that provide field coordination and practicum supervision.
- Thirteen part-time instructors, several of whom are from the Nevada Partnership in Training (NPT) with extensive real-world experience.

Instructional Enhancements

There were no expenditures from the differential fees for instructional enhancements in FY25.

Student Engagement/Activities/Support

There were no expenditures from the differential fees for student engagement activities in FY25.

Financial Aid/Scholarships

The MSW program distributed \$19,925 in FY25 for need based scholarships to students.

Ending Account Balances for FY25

- \$256,366 or 79% of the annual revenue for the Social Work differential fees account
- \$100,282 or 158% of the annual revenue for the Social Work differential fees financial aid graduate account

The higher-than-expected carry forward balance in the financial aid account resulted from scholarship eligibility criteria that limited prior-year disbursements. Revised eligibility requirements are being implemented for the Spring 2026 term to expand access and ensure compliance with NSHE's 15% need-based aid rule. The school will disburse approximately \$64,000 this Fall 2025 through the Financial Aid Office, with an additional \$64,000 allocated for Spring 2026 in targeted scholarships in social work programs to bring the balance within NSHE thresholds by the end of fiscal year 2026.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Lee Business School Master of Business Administration

Introduction

The FY25 academic year marked a period of significant growth and renewed program strength for the Lee Business School's Master of Business Administration (MBA) and related graduate certificate programs. Expanded admissions flexibility, new delivery formats, and increased operational efficiencies strengthened enrollment, stabilized revenue, and positioned the program to reinvest in student engagement, personnel, and instructional support in the upcoming fiscal year.

In FY25, the Lee Business School enrolled 125 new MBA students and 34 new certificate students, reflecting strong demand for the Lee Business School MBA. This expansion was supported by broadening Graduate Management Admission Test (GMAT) waiver eligibility based on professional experience and academic performance, as well as accessibility to multiple delivery formats. The long-standing hybrid format was complemented by the launch of the fully online track in the Spring of 2025, meeting the needs of working professionals. Including those students in the MGM Resorts International College Opportunity Program, all seeking flexible learning options. The part time MBA program also continues to maintain strong national visibility, currently ranked #77 in U.S. News & World Report's part-time MBA rankings.

To support increased enrollment and enhanced service delivery, the MBA differential revenue is directed toward student engagement activities, operational efficiency, and resources that are aligned with program growth.

Personnel

- Career and Professional Development Coordinator: This position provides career services including recruitment events, résumé and interview workshops, and individualized counseling for MBA students.
- Administrative Assistant IV: Supports the MBA program and other graduate students with applications, program processes, and administrative needs while providing operational support for the Office of Graduate Student Services.
- Clinical Faculty / Part-Time Instruction: Although no clinical faculty member was funded in FY25, increased enrollment will allow the program to fill this role in FY26 to meet instructional and programmatic needs.

Instructional Enhancements

There were no expenditures for instructional enhancements in FY25.

Student Engagement/Activities/Support

In previous years, rising personnel costs consumed most differential program fee revenue, leaving limited funds for student engagement. With the increase in enrollment and revenue in FY25, the program anticipates renewed investment in FY26 student engagement activities, enabling the restoration of programming that enhances student success and overall program quality.

Financial Aid/Scholarships

A total of \$40,500 in differential financial aid were awarded in FY25 to 43 students, with some students receiving awards in multiple semesters (Fall 2024: 29 students, Spring 2025: 22 students, and Summer 2025: 6 students).

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025
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Lee Business School
Master of Business Administration (continued)

Ending Account Balances for FY25

- \$45,606 or 20% of the annual revenue for the Business differential fees account
- \$20,510 or 51% of the annual revenue for the Business differential fees financial aid account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Lee Business School Executive Master of Business Administration

Introduction

The differential fees for the Executive Master of Business Administration (EMBA) Program are an integral part of delivering a concierge experience for EMBA students. As is the case with all EMBA programs, students' tuition pays for having all course materials purchased and delivered in person; breakfast, lunch and refreshments catered on class days; as well as other miscellaneous services/conveniences such as parking, textbooks, case studies, course readers, financial calculators, classroom printing capability, networking events, classroom site visits, and graduation regalia.

UNLV EMBA Program is 18 months and cohorts begin in June. At the end of FY23, cohort 22 started with a cohort size of 15. Enrollments have remained constant at 15, the program implemented new strategies and formats to increase cohort size to pre-pandemic numbers including moving the program to the UNLV Incubator, a state-of-the-art facility, new marketing techniques, increasing certificate offerings that feed into the program, and updating the curriculum. At the end of FY24, cohorts 23 and 24 both started with cohort sizes of 19. The increase in cohort numbers is attributed to new recruitment and marketing techniques.

Personnel

There were no instructional faculty supported by the EMBA differential fee in FY25.

Instructional Enhancements

- Textbooks-Digital or hard copy option
- Harvard Business Review cases
- Harvard Business Review simulations
- Course Readers
- Laptops, microphones, video camera, speakers to support technology in the classroom
- Classroom supplies
- Classroom printer
- Financial calculators
- Mailing Services

Student Engagement/Activities/Support

- Capstone International Seminar
- Site visits
- Six Sigma Training Workshops and Materials
- Executive Coaching
- Internal (EMBA only) and external (Lee Business School, UNLV, or Las Vegas) opportunities for networking and community engagement
- Alumni Business Highlights
- EMBA Speaker series
- Parking passes
- New student onboarding and promotional items
- EMBA graduation and gala

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Lee Business School Executive Master of Business Administration (continued)

Financial Aid/Scholarships

A total of \$27,000 in EMBA differential fee scholarships were awarded to 15 students in FY25.

Ending Account Balances for FY25

- \$11,062 or 9% of the annual revenue for the EMBA differential fees account
- \$11,313 or 43% of the annual revenue for the EMBA differential fees financial aid account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Greenspun College of Urban Affairs Master of Arts - Urban Leadership

Introduction

The Master of Arts in Urban Leadership acknowledges the pivotal role of dynamic, innovative, and proactive urban leaders in driving constructive transformation within America's cities across economic, social, and political realms. Tailored for active community professionals, this degree is an online program, emphasizing flexibility to accommodate students' diverse schedules.

Enrollment in the program has declined since Fall 2021. The program's current recruitment goals include sustaining the number of Fall admissions and boosting applications for the Spring semester. In response to the gradual decrease in the application pool, the Urban Leadership team is collaborating with the Graduate College recruitment team and the Online Education department to enhance recruitment efforts and expand outreach and marketing initiatives. These initiatives have started to demonstrate results with increased admissions in Fall 2025.

Personnel

Program differential fees were used to cover the following personnel expenses:

- Program Manager: (.50 FTE) Responsible for overseeing cohort scheduling, managing Part-time Instructor (PTI) administration, and supporting student communication and curriculum planning. This position also served as the Instructor for the Urban Leadership Capstone Legacy Projects.
- Part-time Instructors: (PTIs): Eight (8) instructors who are subject matter experts and hold prominent leadership positions across various regions in the United States.

Instructional Enhancements

- Purchase of online written resources, allowing students in the program to avoid purchasing textbooks. Course materials not accessible online were purchased and made available for students. Students had the option to pick them up from campus or have them mailed to their homes, with returns required after course completion.
- Direct access to program personnel for support with program and coursework via Slack Communication.
- Professional development programming includes virtual events focused on interviewing skills, resume writing, and executive coaching.

Student Engagement/Activities/Support

- Executive Coaching is available to students and recent graduates through a partnership with Eddie Rivera. Students can work with the executive coach to define their professional goals and explore connections between the program's curriculum and professional development opportunities.
- The Urban Leadership Program offers a fully online curriculum that can be completed in 15 months. Students enroll in three courses each semester, over four semesters, including the Summer Term. Despite the full course load, the curriculum is structured with each course spanning 5-6 weeks, allowing students to focus on one subject at a time. Moreover, each course includes a synchronous weekend seminar, enhancing virtual interaction and providing instructional sessions for students.
- Each weekend seminar is designed to enhance skill competencies and meet curriculum objectives, featuring either guest speakers or panels composed of subject-matter experts and experienced practitioners.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Greenspun College of Urban Affairs Master of Arts - Urban Leadership (continued)

- Students have the flexibility to attend three class weekend seminars either in-person or online. The program utilizes top-tier technological facilities such as the UNLV Medical School, the Gateway Building meeting space, and Online Education Conference rooms. Sessions are also recorded and available to students who are unable to participate in the weekend seminars live.
- The experiential programming culminates with a Capstone Legacy Project, which spans three semesters. During this period, students collaborate with nonprofit and public agencies to either develop a new program or enhance an existing one. With a strong emphasis on innovation, students are encouraged to establish partnerships with community and campus resources to maximize the impact and success of their projects.

Financial Aid/Scholarships

- A total of \$22,750 in financial aid was disbursed, with each eligible student receiving an award of \$1,750, based on financial need as determined by the UNLV Financial Aid and Scholarship Office.
- The Urban Leadership Program's summer scholarship disbursement plays a critical role in ensuring student retention and success. Many students in the program are NSHE employees, further underscoring the importance of providing summer term financial support to maintain equitable access to program completion.

Ending Account Balances for FY25

- \$63,409 or 66% of the annual revenue for the Urban Leadership differential fee account
- \$7,643 or 43% of the annual revenue for the Urban Leadership differential fees financial aid account

Since the Fall 2024 report, the program has reduced its ending balance from 78% to 66%, reflecting deliberate efforts to align expenditures with program growth and student engagement. Looking ahead, the program plans to gradually spend down the remaining balance through targeted investments in curriculum updates, enhanced student support, and instructional resources that directly benefit student learning and align with the program's strategic goals.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

College of Fine Arts Graphic Design and Media

Introduction

The Bachelor of Science in Graphic Design and Media differential fee funds faculty and part-time instructors, maintains area resources, and provides scholarships for students based on financial need. Graphic Design is a rapidly evolving field that necessitates cutting-edge equipment and up-to-date curriculum, and having the differential fee helps provide this experience to the students.

For Fall 2025, enrollment trended downward in the program; however, this is largely because incoming freshmen are no longer listed as Graphic Design and Media majors and are now categorized as pre-majors. Furthermore, the increased decline in Fall 2025 is due to an additional change with regards to the portfolio review. Prior to FY25, the number of students who passed the portfolio review and those that had not yet applied were included in the program's enrollment numbers. Both changes have significantly reduced the reflected enrollment number for Fall 2025. Efforts have been made to increase enrollment by accepting additional students into the program, and with anticipated new hires in the program, it is expected that the enrollment numbers will increase.

Personnel

- Instructional Faculty: Two Associate Professors and one Visiting Assistant Professor.
- The fees also support all part-time instructors in the 300-400 level GRC courses. This number fluctuates between 6-10, depending on the semester and needs. These part-time instructors augment what the full-time instructors provide and allow more classes to be offered more often. Currently there are 6 part-time instructors.
- Undergraduate Studio Monitors (hourly): The program has a Design Lab that is home to printers, plotters, and other equipment for producing work. The lab employs 3-5 undergraduate students each semester. These are advanced students that supervise the use of equipment and provide guidance to others.

Instructional Enhancements

- Design Lab operating supplies, toners, materials and other consumables
- Computers and laptops
- Web Hosting Deluxe and Web Hosting Economy software license renewals
- Guest speakers for GRC 316, GRC 364, and GRC 480

Student Engagement/Activities/Support

- Capstone Presentation: At the close of each academic year, all graduating students participate in a final event where they exhibit a long-term research and design project presented to the public. As part of this event, students create a branding campaign involving posters, products, promotional giveaways and other designed items. This exhibit is presented in the Foundations building at UNLV to a long list of invited design professionals from the Las Vegas area. Support includes renting space and cost of publishing a large professional catalog including each student and their project.
- Mailchimp: This is a paid service to manage the Graphic Design mailing list. This is for communicating with professionals, students, and alumni about the accomplishments and events for the Graphic Design and Media area.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

College of Fine Arts Graphic Design and Media (continued)

Financial Aid/Scholarships

During the 2024-2025 academic year, the Graphic Design and Media program awarded a total of \$14,210 in scholarships to 11 students. The average scholarship was approximately \$1,164 with a range of \$1,160-1,450 depending on enrollment status.

Ending Account Balances for FY25

- \$277,022 or 101% of the annual revenue for the Graphic Design differential fees account
- \$58,064 or 119% of the annual revenue for the Graphic Design differential fees financial aid account

At the end of fiscal year 2025 the Graphic Design and Media program account was still carrying a balance slightly over the allowable threshold balance for differential fees. However, that balance was significantly reduced during July 2025 when two graphic design labs received technology upgrades. Additionally, UNLV imposed a 10% reduction of fees to allow the collected fees to be spent down to an amount that complies with board policy. During fiscal year 2026, an Assistant Professor-in-Residence position will be searched for with a start date of August 2026. This position will specialize in web design, increase our course offerings in the future, and reduce our reliance on part-time instructors. This will benefit the students by offering a more consistent schedule of classes and increased quality and flexibility of curriculum.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

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Howard R. Hughes College of Engineering Engineering

Introduction

The Engineering differential fees were strategically utilized to enhance the academic experience and success of students across the College of Engineering. These funds supported a variety of initiatives designed directly to benefit engineering and computer science students. Key investments included expanding scholarships to promote academic achievement, providing resources for senior capstone design projects, and funding junior design competitions that foster innovation and teamwork. The fees also supported undergraduate research, enabling students to engage in hands-on, cutting-edge projects, and provided travel funding for graduate students to present their research at national and international conferences. In addition, the funds strengthened engineering student organizations, encouraged leadership and community engagement, and financed capital improvements such as renovating student-centered spaces, including the Engineering Maker Space, and upgrading laboratory equipment throughout the College to ensure students have access to state-of-the-art facilities.

The differential fees also sustained vital student services that directly impacted academic success and career readiness. These included the Engineering Tutoring Center, which offered critical academic support; scholarships that reduced financial barriers and recognized merit; and career and internship services that helped students transition successfully from academic study to professional practice in engineering and computer science. Together, these initiatives significantly enhanced the College's capacity to serve its diverse population of nearly 4,000 undergraduate and graduate students.

The impact of these investments is reflected in the College's six-year graduation rates, which have shown steady improvement over time. In the 2024–2025 academic year, the engineering and computer science programs achieved a record combined six-year graduation rate of 43%, the highest in the College's history. This milestone underscores the transformative role of differential fees in advancing student success, fostering innovation, and strengthening the College's academic and professional ecosystem.

Personnel

The differential fees have played a pivotal role in enabling the College of Engineering to hire multiple individuals who support various aspects of student services and academic programs, ensuring enhanced assistance for both undergraduate and graduate students. Key allocations include:

- **Engineering Career Services:** These funds covered the salary and benefits of the Engineering Career and Internship Coordinator, as well as a temporary employee who filled the role following her resignation in Summer 2025. Additionally, one student worker was supported to expand the career service's capacity to assist students with internships and career preparation.
- **Maker Space Coordinator:** This position oversees the maker space in the AEB building. The coordinator has been instrumental in developing and managing the space, which provides students with hands on opportunities to design, prototype, and innovate.
- **Undergraduate and Graduate Engineering Tutors:** Differential fees supported the employment of 10–12 undergraduate tutors during the Fall 2024 and Spring 2025 semesters, primarily junior and senior engineering students. These tutors worked 10–20 hours per week at \$18 per hour, assisting students in engineering and computer science courses as well as select math and physics courses.
- **Graduate and Undergraduate Student Support:** During Fall 2024, several graduate students were partially funded by differential fees to serve as teaching assistants in mechanical and civil engineering courses. In Spring 2025, additional undergraduate students were recruited to assist with lab sections in a mechanical engineering drawing class, providing essential hands-on instruction. In Summer 2025,

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

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Howard R. Hughes College of Engineering **Engineering (continued)**

each of the four engineering departments received funds to hire two to four graduate students, primarily doctoral candidates, to assist with teaching and grading. An undergraduate student was also hired to maintain and update the Differential Fee website, manage communications between the Differential Fee Committee and students, and assist with student service initiatives.

- **Engineering Advising Center:** To enhance the Advising Center's capacity, a student worker was added during both the Fall 2024 and Spring 2025 semesters. This addition improved the center's ability to provide timely and effective academic advising to engineering students.

Instructional Enhancements

- Differential fees have played a pivotal role in enhancing the quality of education and resources available to engineering and computer science students, supporting their academic success and preparing them for future challenges in their respective fields. Funds were allocated to support lab renovations, software acquisition, and equipment upgrades, reinforcing the College's commitment to providing students with experiential learning opportunities and state-of-the-art resources. Key contributions include:
- **Student Labs Renovation and Equipment Upgrades:** The differential fees provided funding for the furnishing and renovation of student labs, as well as the purchase of new equipment and tools for electrical and computer engineering, mechanical engineering, and civil engineering departments. These enhancements significantly improved the infrastructure available to students, enabling hands on learning, project development, and practical application of their knowledge.
- **Software License Fee:** A significant portion of the differential fees were allocated to cover one quarter of the cost of a software tool, Codegrade, extensively used across nearly all computer science courses. This investment not only reduced financial barriers but also guaranteed that students have access to the critical software needed for coursework, programming assignments, and research activities.

Student Engagement/Activities/Support

Differential fees have been instrumental in supporting a wide range of student-centered activities, travel opportunities, junior engineering design competitions, and capstone projects. These initiatives have fostered an environment of innovation, collaboration, and professional development within the College of Engineering. Key contributions include:

- **Conference Travel:** Eight graduate students received financial support from differential fees to attend national and international conferences. These opportunities allowed students to present their research, network with peers and professionals, and gain valuable insights into industry trends and academic advancements. Due to delays in the reimbursement process, some expenditures may not be reflected in the FY25 report. This support underscores the College's dedication to fostering professional growth, expanding the global reach of its students, and encouraging academic excellence.
- **Student Club Support:** The College of Engineering actively supports a diverse range of student clubs that play a vital role in enhancing the student experience. In FY2025, eight student clubs received funding from the Differential Fee. These funds enabled the clubs to participate in national competitions, host social and technical events and speakers, and support recruitment efforts. Such activities not only foster camaraderie and teamwork among students but also promote skill development, leadership opportunities, and deeper engagement within the engineering community.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

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Howard R. Hughes College of Engineering **Engineering (continued)**

- **Senior Design (Capstone) Projects:** The senior design course is a cornerstone of the College's curriculum, with nearly forty student teams enrolling each semester to tackle real world engineering challenges. These projects culminate in a college wide competition where students showcase their innovative work. The funds were primarily used to purchase materials and offset manufacturing costs for prototypes, empowering students to turn their ideas into tangible solutions. This investment reflects the College's commitment to hands on, practical learning and its dedication to preparing students for successful engineering careers.
- **Junior Design Competitions and Other Student Project Support:** The College of Engineering encourages junior engineering and computer science students to participate in design competitions as a precursor to their senior capstone projects. Held twice annually, these competitions offer students the opportunity to develop their technical and teamwork skills while engaging in collaborative innovation.

Financial Aid/Scholarships

- **Undergraduate Scholarships:** A total of \$162,150 was awarded to over 143 undergraduate students, helping to alleviate financial burdens and promote academic success.
- **Graduate Scholarships:** \$20,000 was awarded to a small number of graduate students, supporting their academic and professional growth.

Ending Account Balances for FY25

- \$90,241 or 16% of the annual revenue for the Engineering differential fees account.
- 154,204 or 48% of the annual revenue combined for the consumables in the various Engineering departments' differential fee accounts.
- \$52,770 or 37% of the annual revenue for the Engineering differential fees financial aid undergraduate account.
- \$1,123 or 9% of the annual revenue for the Engineering differential fees financial aid graduate account.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Kirk Kerkorian School of Medicine Master of Science – Couple and Family Therapy

Introduction

Differential funds generated by the Couple and Family Therapy (CFT) Program are used for student instructional support and to strengthen the Center for Individual, Couple and Family Counseling (CICFC) and its services. Differential fees are essential for both the CFT program and the CICFC to maintain the high educational standards required by the program's accrediting body, Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The degree and program just finished its seventh year under the Department of Psychiatry and Behavioral Health in the Kirk Kerkorian School of Medicine and demand for the CFT degree remains strong. For FY25, the program received approximately 87 applications for 30 available seats. Enrollment in the 2.5-year program is limited to 90 students in the Fall and 60 students in the Spring and Summer semesters, however, the number enrolled in FY25 decreased to 83/90 for Fall and 55/60 for the Spring and Summer semesters due to several students being on leave.

The CFT program recorded a graduation rate of 76%-its lowest to date. It should be noted, though, that several students are off sequence and expected to graduate in December 2025 or 2026. Additionally, four students from the Fall 2023 cohort withdrew for financial and/or mental health reasons. The job placement rate for FY25 was 90.91%. Of the two unemployed graduates, one is currently pursuing a PhD. While demand remains strong, the program cannot increase the number of students accepted annually due to COAMFTE limitations; however, it does allow some non-degree seeking students to enroll in courses.

The program continues to maintain strong community partnerships with 16 approved practicum sites. It also operates the CICFC on campus with support from differential fees. In FY25, 61 students completed their practicum hours in the CICFC. Collectively, practicum students provided 4,492 individual therapy sessions and 184 group, couple, or family therapy sessions to 390 distinct patients (348 adult and 42 youth).

Personnel

In FY25, differential fees partially supported the following personnel in the Couple and Family Therapy program:

- Two faculty
- Nine part-time instructors
- One classified staff
- Six student workers: three Graduate Assistants (GAs), two hourly workers, and one Course Evaluator

The program uses Graduate Assistantships to recruit and retain the top performing students in our program. Each GA is assigned to a faculty member(s) and/or the CICFC to assist with teaching, research and special projects. The hourly student workers complete hours in the CICFC providing front desk services for the clinic that include answering patient calls, scheduling, greeting patients, check in/out and payment collection. The interactions within the clinical environment from a nonclinical position help the students obtain a broader understanding of the entire clinical practice.

In FY25, the postdoctoral position remained unfilled while faculty attended several recruiting events. Efforts were successful and a Postdoctoral researcher was hired with a start date of 8/1/25.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Kirk Kerkorian School of Medicine Master of Science – Couple and Family Therapy (continued)

Instructional Enhancements

- The program purchased audiovisual equipment for the conference room and individual therapy offices to facilitate telehealth services.
- Differential fees also support the annual fee for VALT (Video Audio Learning Tool) which is used in the clinical training environment in CICFC.

Student Engagement/Activities/Support

Training aids and content were purchased in FY2025 to expand the CICFC library of resources and an enhanced learning environment.

Financial Aid/Scholarships

- February/March 2025, the program distributed \$39,999 in need-based scholarship aid to 62 students for the Fall semester.
- In April 2025, the program distributed \$28,000 in need-based scholarship aid to 48 students.

Ending Account Balances for FY25

- \$72,673 or 33% of the annual revenue for the CFT differential fees account
- \$0 or 0% of the annual revenue for the CFT differential fees financial aid account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

College of Education Master of Education - Educational Policy and Leadership

Introduction

The University of Nevada, Las Vegas' Master of Education in Educational Policy and Leadership (EPL) degree began instruction in January 2017. Continued interest in the EPL program has helped maintain the admission of at least two cohorts per academic school year. During FY25, the program enrolled 15 students for the Fall 2024 semester and 21 students for Spring 2025. In Fall 2025, 20 new students enrolled in the program bringing the total number of enrolled students to 56.

The best way to characterize enrollment in the EPL degree program is steady. Despite the enrollment decline shown on the UNLV FY25 Differential Fee Graph, the all-time high enrollment in Fall 2023 was due to the Elementary and Secondary Schools Emergency Relief (ESSER) funding used by the Clark County School District (CCSD) to cover a substantial portion of students' tuition via the Urban Leader Pathway program. The short uptick in enrollment in 2023 was due to that specialized program and enrollment trends for the EPL program should not be judged relative to that outlier year.

Personnel

- One faculty member providing key instruction in school improvement and field experience courses.
- Part-time instructor (PTI) salaries for expert practitioners from the local community in Fall 2024 (3 PTIs teaching 6 courses) and Spring 2025 (3 PTIs teaching 3 courses).

Instructional Enhancements

- Honorarium for 5 internationally recognized educational leaders to give guest lectures to the students
- Books for all students for 5 courses

Student Engagement/Activities/Support

- Welcome Event for the Fall 2024 cohort
- Welcome Event for the Spring 2025 cohort
- FY2025 Educational and Training services (mentor principal stipends): \$21,500 disbursed to sixteen school principals to provide job shadowing and one-one-one mentoring experiences

Financial Aid/Scholarships

A total of \$71,000 in scholarships awarded in FY25.

Ending Account Balances for FY25

- \$126,553 or 65% of the annual revenue for the Master of Education EPL differential fees account.
- \$35,250 or 103% of the annual revenue for the Master of Education EPL differential fees financial aid account. Increased award amounts are planned for FY2026 to lower the balance.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

School of Public Health Executive Master of Healthcare Administration (EMHA)

Introduction

The Executive Master of Healthcare Administration (EMHA) program started in the Fall of 2017 to meet the needs of healthcare managers and clinicians looking to advance their career in healthcare administration through an online graduate degree. Enrollment in the program has declined in the last few years and there are currently only seven students left in the program (4 or 5 will be graduating this semester depending on culminating experience outcomes). The program has made curricular changes and has spent significant resources trying to advertise and recruit for this program with little success. The EMHA program did not admit any students in the Fall 2025 cohort due to applicants not meeting experience requirements for this program.

The employment numbers continue to remain strong with 100% of 2024-25 graduates employed within 3 months of graduation. One hundred percent (3/3) of students who started the program in AY 2024-25 are still enrolled in the program as of Fall 2025.

Personnel

Program director (.54 FTE) who oversees the program's recruitment, advising, and communication for all students in the EMHA program.

Instructional Enhancements

Funds for instructional materials (i.e., textbooks, educational and training services, etc.) were not expended during FY25 out of this account.

Student Engagement/Activities/Support

Student travel for conferences in FY25 was funded through other accounts.

Financial Aid/Scholarships

\$4,500 in scholarships were awarded to five students in FY25.

Ending Account Balances for FY25

- \$13,642 or 23% of the annual revenue for the EMHA differential fees account.
- \$10,095 or 93% of the annual revenue for the EMHA differential fees financial aid account.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Greenspun College of Urban Affairs Doctor of Public Policy

Introduction

The Doctor of Public Policy (DPP) is a professional doctorate that is designed for individuals interested in developing skills in policy making and policy implementation at all levels of government. Completing this degree will prepare students to conduct policy analysis, advocate for public policies and community-based solutions, or serve in decision-making positions. Its focus is to integrate what is known about the policy process into a set of skills and abilities so individuals can be competent actors in the policy arena. Differential program fees support various program activities, including a week-long trip to Washington, DC, hiring policy experts and subject matter specialists, funding program technology, engaging with high-level policy experts, and providing tailored capstone programming for students.

The program is cohort-based and takes a total of three years to complete. Students enroll in 9 units each semester, with courses delivered on Thursday and Friday evenings and all-day Saturday every other week. The instruction uses a blend of in-person and online formats.

The DPP program has experienced significant growth and is now attracting national attention. The increase in applications has allowed the program to be more selective, prioritizing students whose professional experience and goals closely align with its core competencies. The program remains committed to providing robust, individualized support. By intentionally maintaining smaller cohort sizes, students receive personalized guidance, meaningful engagement with faculty, and strong connections with community partners ensuring a comprehensive and high-impact educational experience.

Personnel

Differential program fees were used to cover the following personnel expenses in FY25:

- Program Manager: (.50 FTE) Responsible for overseeing cohort scheduling, managing Part-time Instructor-related administrative processes, and supporting student communication and curriculum planning.
- Part-time Instructors: Nine (9) who serve as course subject matter experts.
- Three Faculty Capstone Instructors who actively engage with students throughout the three-year program, working with them for the entire duration of their enrollment.
- A Policy Coach with whom students can connect to support both real-world policy work and course-level policy projects.

Instructional Enhancements

- Students are provided with a tablet that is fully loaded with Microsoft Suite and data analysis software, which is used throughout the program.
- Partnership with KUNV for policy communications and engagement plan development, including podcast creation as part of the second-year capstone course.
- Access to, training for, and technical support of MyResearcher, facilitating data analytics and data-driven decision-making.
- An external Policy Coach that offers on-demand support and feedback for assignments, provides real-world policy assistance, and offers policy and executive coaching over the intensive three-year program.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

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Greenspun College of Urban Affairs **Doctor of Public Policy (continued)**

- Tailored third-year programming to allow for student communication, engagement, and mentorship by policy experts within their respective fields.
- Personalized public speaking coaching for capstone students from contracted public speaking experts and UNLV TV Producers.

Student Engagement/Activities/Support

- The DPP Program has evolved into a blended learning model, offering greater flexibility in scheduling for professional students. This adaptation maintains the value of in-person course delivery while enhancing the overall program experience. By leveraging online tools, students engage directly with policy experts at the local, state, and national levels.
- Students enroll in five courses each semester, delivered in 2-4-week sessions, allowing them to focus on one subject at a time. Each course includes synchronous weekend meetings, providing opportunities for immersive learning outside of traditional business hours.
- Cohort 6 participated in a week-long experiential trip to Washington, D.C., held from June 2–6, 2025. The trip included the following activities:
 - Day 1: Students began with a sponsored White House tour, followed by an exclusive visit to the Eisenhower Executive Office Building. There, they met with John Pasquantino, Deputy Associate Director, and Stu Levenbach, Associate Director for Natural Resources, Energy, and Science, both from the Office of Management and Budget (OMB). The day concluded with a meeting with UNLV's contracted lobbying firm and a hosted DPP alumni dinner at The Wharf.
 - Day 2: Students spent the day at the U.S. Capitol, beginning with a Battle Born breakfast with both Nevada Senators. They then received a private tour of the Capitol by Representative Susie Lee's team, had lunch in the Senate cafeteria, and met with Senator Steven Horsford and Representative Susie Lee. The day concluded with a networking mixer on Capitol Hill, sponsored by Representative Lee.
 - Day 3: Students met with representatives from the Jewish Federation to learn about collaborative lobbying efforts and later met with Senator Jacky Rosen's team to discuss current policy priorities. That afternoon, students had the opportunity for individual meetings with elected officials and federal leaders to discuss and advance their own policy initiatives.
- The third-year DPP capstone experience culminates in a two-week event, *Telling the Policy Story*, where students demonstrate their ability to develop, refine, and advocate for the adoption of their policy proposals. More than 20 policy experts served as mentors in Spring 2025, providing detailed feedback on student capstone projects.
- Telling the Policy Story Programming series featured keynote sessions led by distinguished policy leaders from across the U.S., including elected community leaders and an alumni panel focused on strategies to sustain policy and career momentum post-graduation.
- A Legislative Decision-Making Panel and Luncheon, hosted by Senator Edgar Flores, brought together elected officials and lobbyists to share insights into the legislative process. Students also presented their policy proposals before state legislators at the Nevada Legislature's offices.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025

January 2026

Greenspun College of Urban Affairs

Doctor of Public Policy (continued)

- Councilman Brian Knudsen and Dr. Dorian Stonebarger serve as instructors and community liaisons for PPY 715: Building Policy Community, connecting students with key stakeholders to help shape, evaluate, and measure the impact of their policy proposals.
- In Spring 2025, all three active program cohorts participated in a full-day Concord Coalition “Principles & Priorities” simulation, an interactive exercise challenging participants to balance the federal budget. Working in small groups, students analyzed current tax and spending policies, set future priorities, and applied their own guiding principles throughout the process.

Financial Aid/Scholarships

A total of 25 students across four cohorts qualified for need-based financial aid. Each eligible student received disbursements ranging from \$855 to \$1,200. The total amount disbursed in FY2025 was \$42,590.

Ending Account Balances for FY25

- \$136,665 or 92% of the annual revenue for the Doctor of Public Policy differential fee account.
- \$7,545 or 29% of the annual revenue for the Doctor of Public Policy differential fees financial aid account.

The largest expenditure is the annual experiential trip to Washington, D.C., for second-year students. The program’s next trip is scheduled for June 1–5, 2026, and will include the largest group of participants in the program’s history. Airline tickets, hotel accommodations, student per diem, hosting costs, and transportation will all be incurred between late winter 2025 and spring 2026.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

College of Education Doctor of Education in Executive Educational Leadership

Introduction

The Doctor of Education (Ed.D.) in Educational Leadership (formerly Executive Educational Leadership) degree focuses on visionary thinking and innovative solutions to current and future educational challenges as it develops the knowledge and skills of mid-career public school leaders for their current and future leadership positions. In FY2025, the program enrolled 9 new students. In total, the program had 26 students enrolled in FY25; however, three students separated from the program for personal reasons. As shown in the UNLV FY25 Differential Fee Graphs, enrollment in the program is low but has been steady.

Differential program fees are used to 1) provide scholarships to students; 2) cover expert instructor costs; 3) provide books and other supplies to students; and 4) support a Washington, D.C. trip. In the Spring of 2025, department faculty voted to remove the policy internship trip to Washington, D.C. based on student input and feedback. Approximately ninety percent of the differential program fees are used for the travel expenses associated with the policy internship trip, and following the decision to eliminate this high-cost expense, department faculty submitted a request to the Board of Regents in the Fall of 2025 to eliminate the differential fees for the Doctor of Education in Educational Leadership.

Personnel

One Part-Time Instructor (PTI) was hired for course instruction in FY25.

Instructional Enhancements

Total expenditures for instructional enhancements were \$305 in FY25 for course materials.

Student Engagement/Activities/Support

There were no expenses for student activities from the differential program fees in FY25.

Financial Aid/Scholarships

The total amount of scholarships awarded to students in FY25 was \$8,800.

Ending Balance for FY25

- \$97,388 or 245% of the annual revenue for the Executive Educational Leadership differential fees account.
- \$7,057 or 101% of the annual revenue for the Executive Educational Leadership differential fees financial aid account.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

School of Integrated Health Sciences Occupational Therapy Doctorate

Introduction

The Occupational Therapy Doctorate (OTD) Program, launched in June 2020 and received full accreditation December 2022. The differential fees are used to support personnel and operational expenses that enhance student learning, and to provide scholarships to students. Full enrollment capacity is 108 students, three cohorts of 36, which align with the approved accreditation limit. Current enrollment is 88 students across three cohorts: Class of 2026 (30/36), Class of 2027 (28/36), and Class of 2028 (30/36).

Enrollment challenges reflect the growth of OTD programs nationally, including a new hybrid campus by Hawaii Pacific University in Las Vegas. Additional OTD programs have also launched in neighboring states, however, UNLV remains one of the few public OTD programs in the Southwestern United States. For the Summer 2026 cohort, the program has received 87 applications, and will hold a second round of interviews in February 2026, we anticipate a full incoming class of 36 students.

The OTD Program has graduated 84 students to date, with a 100% reported pass rate on the NBCOT national exam. All graduates who have passed the licensing exam have reported successful employment. Six alumni have returned to the program as guest lecturers or as PTIs.

Due to decreased enrollment and an increased cost-of-living adjustment (COLA) for faculty and staff, the School of Integrated Health Sciences provided approximately \$65,370 in support to address the differential fees budget deficit for FY25. Once the OTD Program reaches full enrollment, no further budget shortfall is expected in FY26.

Personnel

- Instructional faculty and positions required by accreditation and supported by differential fees:
 - Program Director, Associate Professor-in-Residence (12-month)
 - Academic Fieldwork Coordinator, Assistant Professor-in-Residence (12-month)
 - Doctoral Capstone Coordinator, Assistant Professor-in-Residence (12-month)
 - Two (2) Assistant Professor-in-Residence (9-month)
 - Nine (9) Part Time Instructors - employed as needed to teach clinical content.
- Program Administrative Support:
 - Administrative Assistant III, Full-time (1) - moved to a state funded line beginning 1/1/2025
 - Temporary Part-Time/Hourly support for Fieldwork and Capstone (1)
 - Temporary Part-Time/Hourly support for Admissions, Recruitment, and social media (1)

Instructional Enhancements

- EXXAT software enables tracking and monitoring of all clinical education students.
- Supplemental virtual learning resources such as ClinEdWeb, International Clinical Educators (ICE) videos, and EHRGo subscriptions provide students with simulated case studies to enhance documentation skills, apply clinical knowledge to virtual patient scenarios, and strengthen clinical reasoning.
- The UNLV School of Nursing's Clinical Simulation Center of Las Vegas (CSCLV) is utilized multiple times per year to test student competencies in patient care. The Simulation Center also hosts the Program's annual Objective Clinical Skills Exam (OSCE) prior to Clinical Rotations/Fieldwork.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

School of Integrated Health Sciences Occupational Therapy Doctorate (continued)

- Accreditation program fees and associated expenses.
- Sponsored Fieldwork Educator Certificate Program workshop for our community Fieldwork educators, to support high-quality supervision of UNLV students while fostering community partnerships.
- Equipment and supplies for hands-on laboratory components.

Student Engagement/Activities/Support

- The program now hosts over 200 Fieldwork/Capstone sites, supported by the Academic Fieldwork Coordinator and Doctoral Capstone Coordinator.
- All graduating students receive guidance during their Capstone Experiential component and Capstone Project, successfully completing graduation requirements and uploading manuscripts to ProQuest.
- All student capstone projects and Critically Appraised Topic projects were presented to the community and attended in-person or virtually by clinical educators and community partners. Additionally, five students presented at the Regional Occupational Therapy Conference and two have been accepted at the national AOTA conference. Three capstone projects are being prepared for publication.
- There are now three student-led organizations representing the OTD Program: Student Occupational Therapy Association (SOTA), Coalition of Occupational Therapy Advocates for Diversity (COTAD), and Theta Tau (ΘT) Chapter of the Pi Theta Epsilon Honor Society

Financial Aid/Scholarships

In FY25, the OTD Program awarded \$138,432 in need-based student scholarships.

Ending Account Balances for FY25

- \$46,482 or 6% of the annual revenue for the Occupational Therapy differential fees account.
- \$100,927 or 69% of the annual revenue for the Occupational Therapy differential fees financial aid account. In FY25, the program's carryover balance limit was 100%; beginning FY26, scholarships will be awarded to maintain ending balance reserves below the current 50% limit.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Lee Business School Master of Science - Quantitative Finance

Introduction

Fiscal Year 2025 marked the sixth year of the Master of Science in Quantitative Finance (MSQF) Program. The differential fees continued to support the program's teaching mission and student success initiatives. During this period, we observed a substantial increase in demand, with enrollment rising from 20 students in Fall 2024 to 32 in Fall 2025. This growth aligns with national trends during the post-COVID-19 recovery period. We anticipate continued strong demand in the coming years.

With continued partnership from the Office of Graduate Student Services (OGSS) in Lee Business School, we continue to strategically market the program to prominent employers, such as Credit One, and to nearby institutions, including College of Southern Nevada, Utah State University, Northern Arizona University, and nearby California State University campuses. We continue enhanced outreach efforts within the university to recruit graduating undergraduate students into this program, as well.

Personnel

- Stipend for the Program Coordinator
- Visiting Lecturer (partial salary for teaching MSQF course-Fall 2024)
- Part-time Instructor of MSQF course (Spring 2025)
- Student Hourly Wage to MSQF Tutor

Instructional Enhancements

- Statistical software (SAS and Stata) and financial databases (International Shareholders Services Inc, Center for Research in Security Prices, Compustat, WRDS, FactSet).
- Invited practitioners to classrooms to share with students the most recent development in capital market.

Student Engagement/Activities/Support

- We were able to invite highly accomplished finance researchers and professionals to speak to our students. The MSQF seminar has featured guest speakers from prestigious universities, such as Boston College, and University of North Carolina.
- Provide financial support for MSQF students to foster social networking opportunities.

Financial Aid/Scholarships

In FY25, we awarded 19 need-based scholarships for a total amount of \$9,100.

Ending Account Balances for FY25

- \$13,961 or 22% of the annual revenue for the Quantitative Finance differential fees account
- \$3,368 or 30% of the annual revenue for the Quantitative Finance differential fees financial aid account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Graduate College Master of Science - Cybersecurity

Introduction

The differential fees in the MS Cybersecurity program are designed to address the high costs associated with delivering a competitive and industry-relevant education. The fees primarily support the program's access to a state-of-the-art cyberrange provided by Cyberbit, ensuring students gain hands-on experience with cutting-edge tools used in their future careers. Additional uses include funding for part-time instructors, course materials such as software licenses, case studies, and vouchers for cybersecurity competitions. Graduating students also attend DEFCON, a premier cybersecurity conference held annually in Las Vegas, which provides them with critical industry exposure.

The program has shown steady growth in enrollment, increasing from 18 students in Fall 2021 to 82 students in the program as of Fall 2025. This growth reflects the program's strong reputation and alignment with industry demands.

The program is currently ranked #2 by Fortune.com for online graduate cybersecurity degree programs. Our curriculum, modeled after the national curriculum and the applied focus that we provide for the students has turned out to be a very positive environment for our students.

Personnel

Faculty Pay (Instructional and Administrative):

- Director Stipend: Supports the program director's oversight responsibilities, including curriculum development, industry engagement, and program growth initiatives.
- Part-Time Instructor Stipends: Supported seven part-time instructors, each teaching one course, primarily electives, which enhance the program's breadth and provide specialized skills to students.
- Benefit: Ensures high-quality instruction and program management, directly contributing to student success through expert teaching, tailored electives, and strong program coordination.

Instructional Enhancements

Cyber Range Access:

- Provides students with real-world simulated environments for hands-on learning in cybersecurity operations and incident response.
- Vendor: IBM

Software Licenses:

- Includes additional tools to supplement classroom learning, such as vulnerability assessment tools, SIEM platforms, and other industry-standard software.
- Vendor: CompTIA, ISACA, Splunk

Case Materials:

- Real-world cybersecurity case studies for advanced analysis and application of learned concepts in practical scenarios.
- Vendor: Harvard

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Graduate College Master of Science – Cybersecurity (continued)

Cybersecurity Competitions:

- Funded student participation in national and regional cybersecurity competitions, fostering teamwork and practical skills.
- Vendor: National Cyber League

Conference Attendance:

- Sponsored attendance for graduating students at DEF CON, the premier cybersecurity conference, providing exposure to cutting-edge trends and professional networking opportunities.
- Vendor: DEF CON

Student Engagement/Activities/Support

Professional Development:

- Program sponsored a new initiative called UNLV Cyber Week that involved bringing over a dozen industry leaders in cybersecurity to UNLV as sponsors and vendors. Invited over a dozen professional groups to meet with students, provided a cyber competition for students, invited over 150 CCSD students to attend the event, along with CSN, and provided students with increased opportunity to engage with the local professional community.
- Sponsored attendance for students and faculty at DEF CON, enabling exposure to industry leaders, cutting-edge research, and professional networking opportunities.
- Supported student participation in the National Cyber League (NCL) competition to enhance practical cybersecurity skills in a competitive, real-world environment.

Professional Organization Memberships:

- Funded student memberships in organizations such as (ISC)² and ISACA, offering access to resources, certifications, and industry events.

Financial Aid/Scholarships

- In FY25, a total of \$29,384 in financial aid was awarded to thirty-five graduate students.
- Award amounts ranged between \$100 to \$500, ensuring broad support for all eligible students.

Ending Account Balances for FY25

- \$140,949 or 60% of the annual revenue for the Cybersecurity differential fees account
- \$17,338 or 42% of the annual revenue for the Cybersecurity differential fees financial aid account

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Graduate College Master of Science – Data Analytics

Introduction

A differential program fee was approved by the Board of Regents at the December 2020 meeting for the Master of Science in Data Analytics graduate level courses due to the high cost of maintaining software, hardware, and instructional tools. The program began with 11 students in the academic year 2022-2023 and has increased to 88 students in the Fall of 2025.

The program graduated 16 students during the academic year 2024-2025 which reflects a 50% increase in graduation over the academic year 2023-2024.

Personnel

No personnel were supported by the differential fees during the academic year 2024-2025.

Instructional Enhancements

Data Analytics Laboratory: One of the objectives of differential program fees for the Master of Science in Data Analytics is to build and support state-of-the-art data analytics equipment to enhance the laboratory and instruction. A Spark cluster was purchased to process large-scale data in parallel. This cluster is being used by students and faculty in the data analytics program. This equipment was purchased on differential fees.

Student Engagement/Activities/Support

- The Data Analytics Laboratory is used for instruction, programming, capstone class, and research associated with large-scale data analytics by students in the program.
- Travel expenses: \$2,000 on travel for one student and one faculty to present a research paper.

Financial Aid/Scholarships

In FY25, \$15,000 in need-based student scholarships were awarded to students in the program. A similar amount will be awarded during academic year 2025-2026.

Ending Account Balances for FY25

- \$98,904 or 84% of the annual revenue for the Data Analytics differential fees account
- \$10,359 or 50% of the annual revenue for the Data Analytics differential fees financial aid account

The ending balance in the differential fees account represents 84% of revenue because the program carried forward a beginning balance of \$43,000 from the prior year. These funds were reserved for the purchase of a GPU server for the laboratory and for hiring graduate students to support lab monitoring and instruction. The ending balance will decrease once the planned purchase is completed in FY26.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Lee Business School Master of Science – Management Information Systems

Introduction

The differential fee for the Master of Science (MS) in Management Information Systems (MIS) program was implemented to enhance instructional quality, administrative capacity, and student learning experiences. The fee supports the recruitment of industry-experienced part-time instructors, provides administrative assistance, funds technology upgrades, and enables student engagement initiatives such as career fairs, networking events, and experiential learning opportunities. These enhancements ensure that the program remains aligned with industry standards and prepares students for data-driven, technology-intensive careers.

Enrollment in the MS MIS program increased from 73 students in Fall 2024 to 106 students in Fall 2025, reflecting growing student interest and the program's strengthened reputation following the implementation of differential fees. Because this is a two-year program, graduation rate and employment outcome data reflecting the first cohort under the differential fee structure will be available in future reporting cycles.

Personnel

- **Instructional Faculty:** Two part-time instructors were hired for specialized MIS courses in project management and advanced analytics. These instructors bring significant industry and technical expertise, integrating practical knowledge and current industry practices into the classroom. Their contributions strengthen students' applied learning, ensuring the curriculum remains relevant to evolving business technology trends.
- **Graduate Assistants:** Graduate assistants are funded to assist with program operations and student services. Their responsibilities include organizing academic and professional development events, supporting recruitment and student engagement activities, and assisting with data analysis for program evaluation. These roles directly improve the student experience and operational effectiveness of the program.

Instructional Enhancements

- Purchase of Harvard Business School course packs to support applied case-based learning.
- Coverage of professional certification exam fees to help students earn industry-recognized credentials that enhance their employability and professional readiness.
- Acquisition of audio equipment to improve instructional delivery quality in both in-person and hybrid course settings.
- These investments directly support the integration of academic knowledge with practical, industry-relevant experiences and ensure that students have access to the tools and materials necessary for success in technology-focused business environment.

Student Engagement/Activities/Support

- Program orientations to help new students transition smoothly into the program and connect with faculty and peers. Networking events that encourage peer collaboration.
- Business-Tech Career Fair to connect students with employers and industry professionals.
- Support for student participation in case competitions, enabling students to apply analytical and problem-solving skills in real-world contexts.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

Lee Business School Master of Science – Management Information Systems (continued)

- Recruitment and Outreach: Funding for promotional and recruitment campaigns to attract high-quality applicants and strengthen program visibility among prospective students and industry partners.
- These expenditures promote student engagement, professional growth, and community connection, reinforcing the MIS program's mission to prepare graduates for leadership in technology-driven business environments.

Financial Aid/Scholarships

- Fall 2024: 56 scholarships awarded, total amount: \$8,896
- Spring 2025: 25 scholarships awarded, total amount: \$10,917

These scholarships provide meaningful financial support to graduate students, enabling broader access to the program, encouraging academic persistence, and promoting diversity and inclusion within the student body.

Ending Account Balances for FY25

- \$76,286 or 60% of the annual revenue for the MIS program differential fees account
- \$2,629 or 12% of the annual revenue for the MIS differential fees financial aid account

Since Spring 2025, we have actively hired part-time instructors with significant industry experience, and this initiative continues through Fall 2025 and Spring 2026. Payroll actuals and obligations from these instructional hires, along with planned expenses such as seminar speaker fees, the Business-Tech Career Fair, community networking events, student experiential learning activities, and instructional materials (including Harvard Business School course packs), will substantially reduce the balance in the MIS program differential fees account. Additionally, differential fee funds will support administrative services through the Office of Graduate Student Services, ensuring effective program operations and student support.

We have established detailed spending plans for Fall 2025, Spring 2026, and future semesters to utilize differential fee funds strategically in ways that enhance the student learning experience. These plans include continued investment in qualified part-time instructors, student professional development, experiential learning opportunities, and administrative support. Regular monitoring in coordination with the Lee Business School Director of Finance and Business Administration will ensure that expenditures remain within NSHE's parameters while maximizing the impact of differential fee resources on student learning and program quality.

UNLV Differential Fee Programs Annual Report – Fiscal Year 2025 January 2026

School of Nursing Certified Registered Nurse Anesthetist (CRNA), Doctor of Nursing Practice

Introduction

A differential fee for the Certified Registered Nurse Anesthetist (CRNA) program, a subplan of the Doctor of Nursing Practice (DNP), was approved by the Board of Regents at the December 2023 meeting. The CRNA differential fee supports the core activities and operations of the CRNA program within the School of Nursing. The funding allows for the hire of specialized faculty, provides instructional support, and enables a higher-quality educational experience, offering students expanded learning opportunities that incorporate state-of-the-art technology and equipment. The approved effective date for the CRNA differential fee was Spring 2025. However, the School of Nursing did not receive the Notice of Initial Accreditation Award until June 27, 2025; therefore, the first cohort of students began in Fall 2025. As a result, no revenue or expenses occurred in the CRNA differential program account (PG23704) or the CRNA differential financial aid account (PG23705) during Fiscal Year 2025.

Personnel

N/A

Instructional Enhancements

N/A

Student Engagement/Activities/Support

N/A

Financial Aid/Scholarships

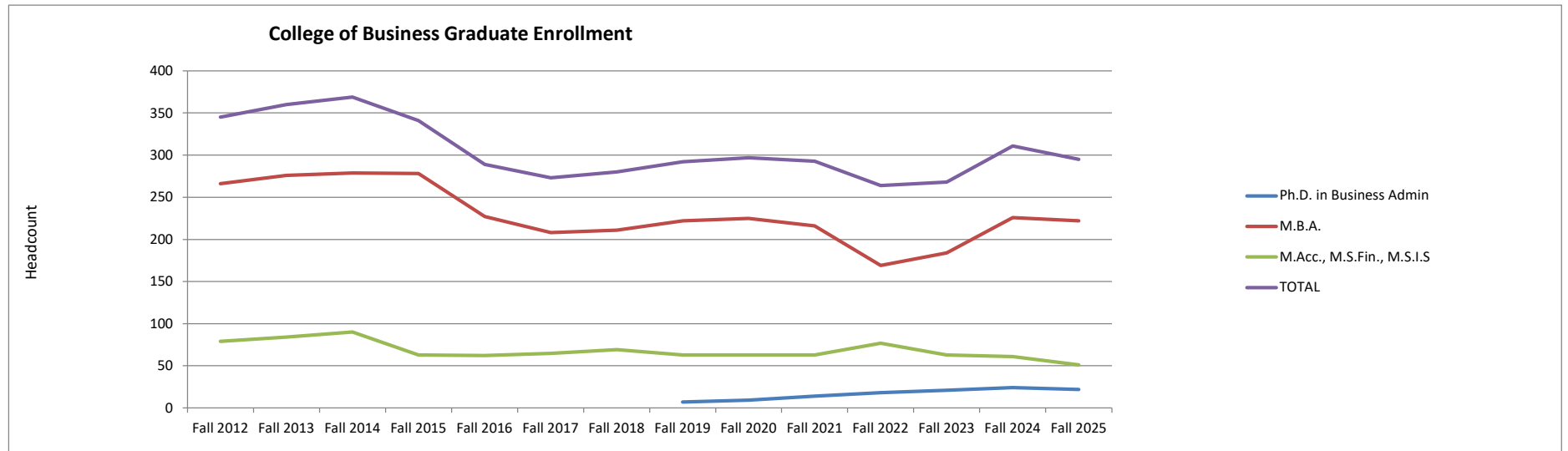
N/A

Ending Account Balances for FY25

- \$0.00 or 0% of the annual revenue for the CRNA program differential fees account
- \$0.00 or 0% of the annual revenue for the CRNA differential fees financial aid account

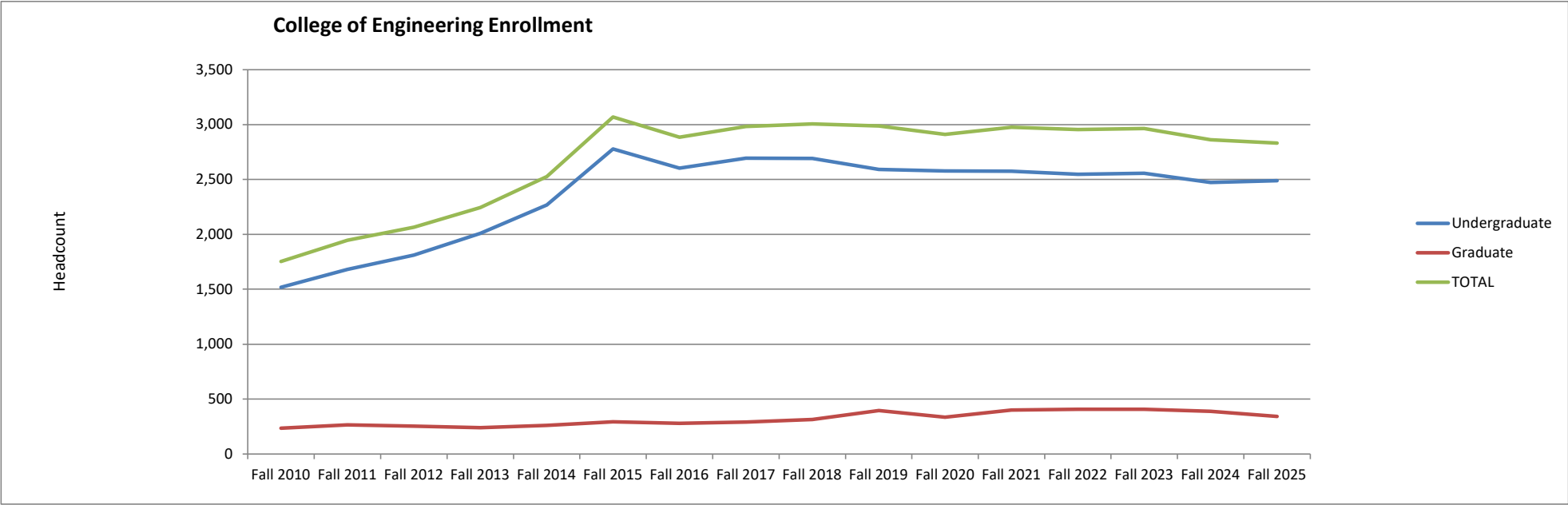
University of Nevada, Reno
Differential Program Fees
College of Business Graduate Enrollment

Program	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Percent Increase
Ph.D. in Business Admin										7	9	14	18	21	24	22	214%
M.B.A.	193	224	266	276	279	278	227	208	211	222	225	216	169	184	226	222	0%
M.Acc., M.S.Fin., M.S.I.S	68	65	79	84	90	63	62	65	69	63	63	63	77	63	61	51	-19%
TOTAL	261	289	345	360	369	341	289	273	280	292	297	293	264	268	311	295	1%
UNR Enrollment	17,679	18,004	18,227	18,776	19,934	20,898	21,353	21,657	24,163	21,003	20,722	21,034	20,945	21,778	23,029	24,061	15%



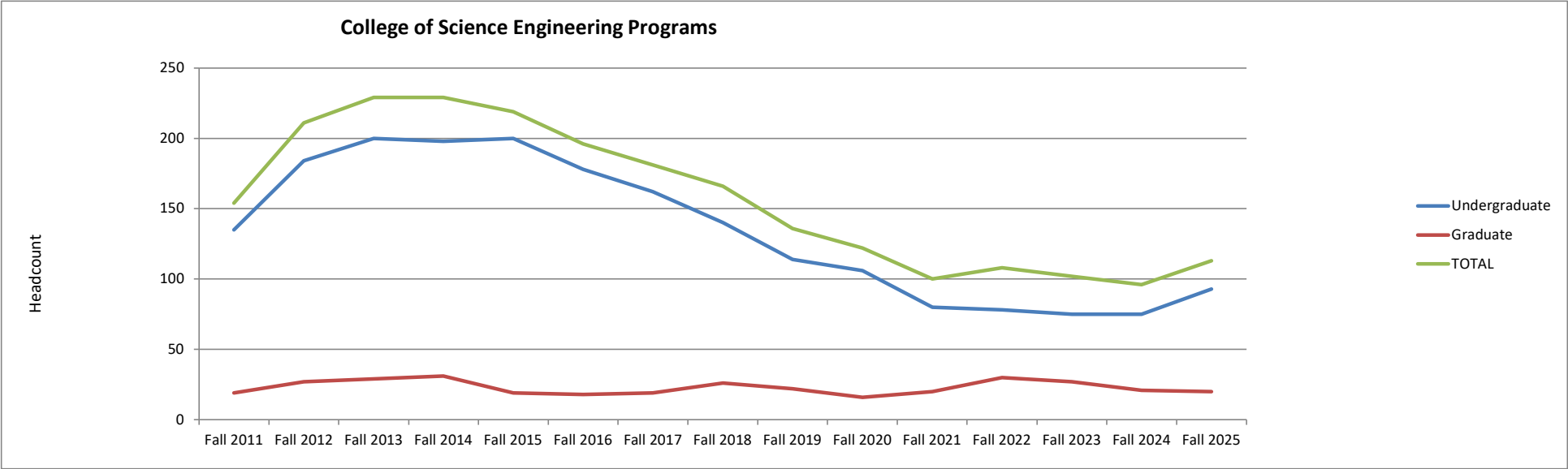
University of Nevada, Reno
Differential Program Fees
College of Engineering Enrollment

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Percent Increase
Undergraduate	1,519	1,681	1,810	2,008	2,268	2,777	2,604	2,694	2,692	2,592	2,577	2,575	2,548	2,558	2,473	2,489	63.9%
Graduate	234	265	255	238	259	293	280	290	315	395	334	400	408	406	389	342	46.2%
TOTAL	1,753	1,946	2,065	2,246	2,527	3,070	2,884	2,984	3,007	2,987	2,911	2,975	2,956	2,964	2,862	2,831	61.5%
UNR Enrollment	17,679	18,004	18,227	18,776	19,934	20,898	21,353	21,657	21,463	21,003	20,722	21,034	20,945	21,778	23,029	24,061	36.1%



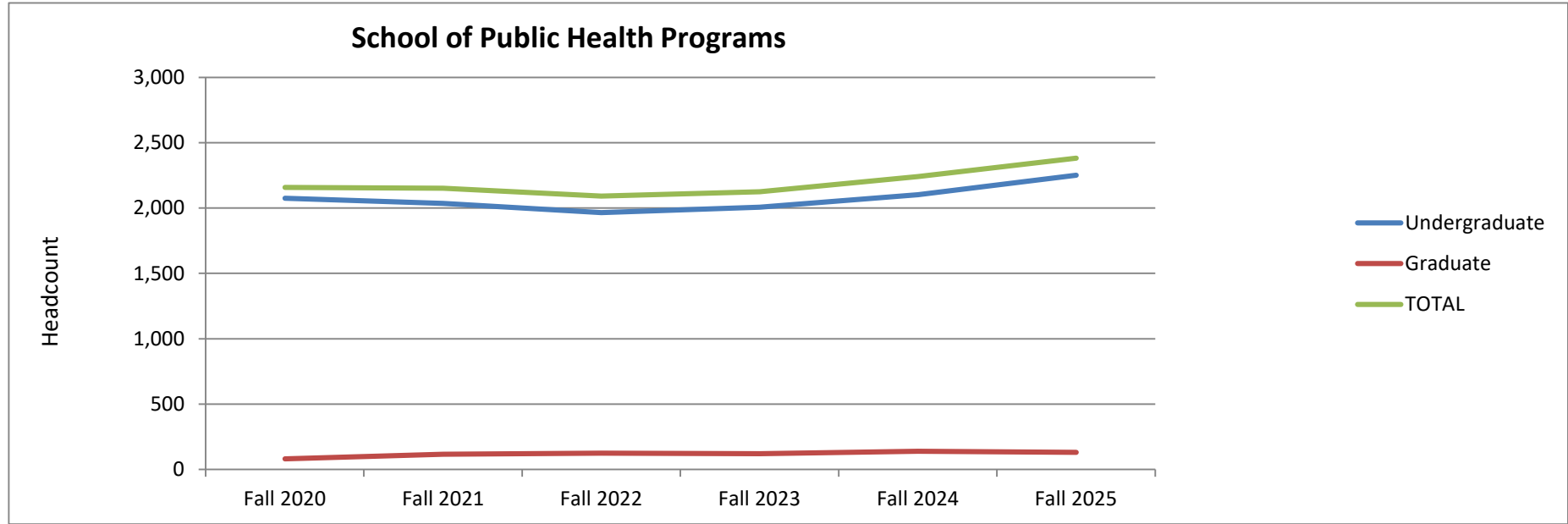
University of Nevada, Reno
Differential Program Fees
College of Science Engineering Programs

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Percent Increase
Undergraduate	135	135	184	200	198	200	178	162	140	114	106	80	78	75	75	93	-31.1%
Graduate	14	19	27	29	31	19	18	19	26	22	16	20	30	27	21	20	42.9%
TOTAL	149	154	211	229	229	219	196	181	166	136	122	100	108	102	96	113	-24.2%
UNR Enrollment	17,679	18,004	18,227	18,776	19,934	20,898	21,353	21,657	21,463	21,003	20,722	21,034	20,945	21,778	23,029	24,061	36.1%



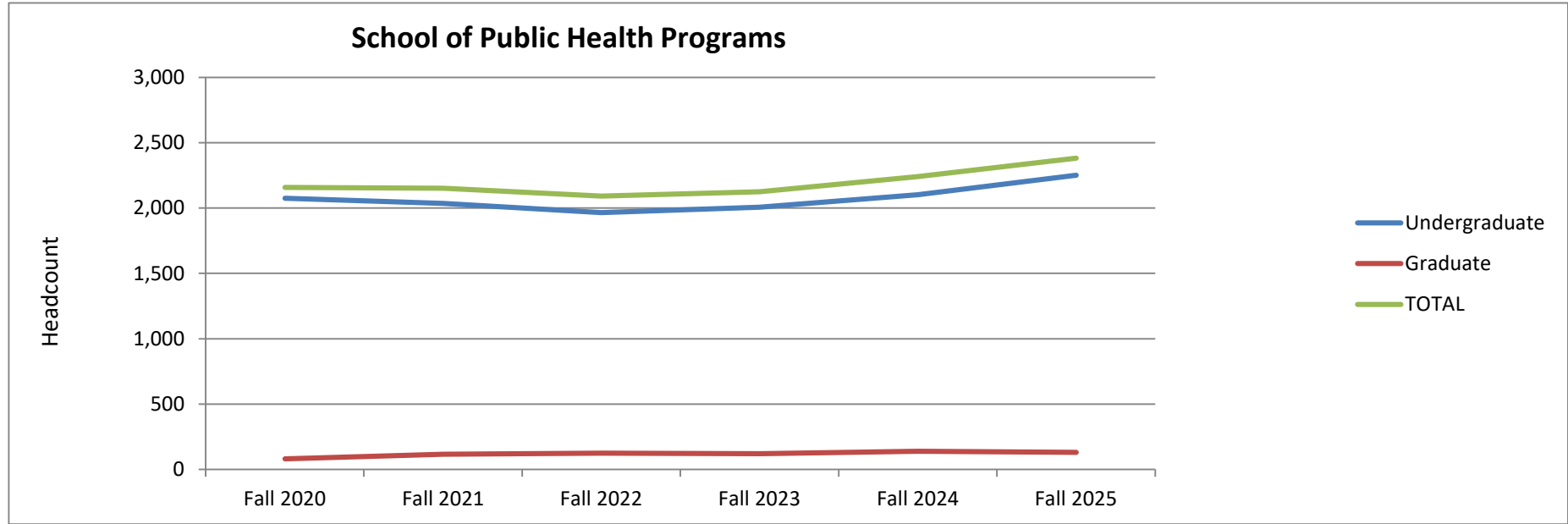
University of Nevada, Reno
Differential Program Fees
School of Public Health Programs
(Excludes Online MPH program)

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Percent Increase
Undergraduate	2,076	2,036	1,967	2,006	2,102	2,252	8.5%
Graduate	82	116	125	120	140	131	59.8%
TOTAL	2,158	2,152	2,092	2,126	2,242	2,383	10.4%
UNR Enrollment	20,722	21,034	20,945	21,778	23,029	24,061	16.1%



University of Nevada, Reno
Differential Program Fees
School of Public Health Programs
(Excludes Online MPH program)

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Percent Increase
Undergraduate	2,076	2,036	1,967	2,006	2,102	2,252	8.5%
Graduate	82	116	125	120	140	131	59.8%
TOTAL	2,158	2,152	2,092	2,126	2,242	2,383	10.4%
UNR Enrollment	20,722	21,034	20,945	21,778	23,029	24,061	16.1%



UNIVERSITY OF NEVADA, RENO
FISCAL YEAR 2025

SUMMARY OF FEES	<u>UNDERGRADUATE</u>		<u>GRADUATE</u>	
Registration Fee	\$	281.00	\$	344.25
Surcharge Fee	\$	-	\$	-
ASUN Fee	\$	6.10	\$	-
Technology Fee	\$	9.00	\$	9.00
Total Registration Fees	\$	296.10	\$	353.25
Mandatory Fees				
Health Center (enrolled 1 credits or more)	\$	108.00	\$	108.00
Counseling Services (enrolled 6 credits or more)	\$	70.00	\$	70.00
Academic Success Fee	\$	25.00	\$	5.00
Performing Arts Fee	\$	5.00	\$	5.00
Student Union Fee (UG 3cr or less \$25 Grad 6 or less \$49)	\$	94.00	\$	97.00
New E.L. Wiegand Facility Fee (fee increase in spring 2017)	\$	45.00	\$	45.00
Total Mandatory Fees	\$	347.00	\$	330.00
Differential Fees				
Engineering Differential per Credit Fee	\$	85.00	\$	100.00
School of Business Differential per Credit Fee	\$	-	\$	100.00
Nursing Differential Fee*	\$	156.75	\$	239.50
Community Health Sciences (Begins Fall 2020)	\$	50.00	\$	50.00
Total Differential Fees	\$	291.75	\$	489.50
Western Undergraduate Exchange (per Credit Hour)	\$	140.50	\$	-
Non-Resident Tuition (per Semester)	\$	9,071.00	\$	9,071.00

*Beginning Spring 2025 Undergraduate \$220.00, Graduate \$335.00

University of Nevada, Reno
Differential Program Fees
Fiscal Year 2025

ENGINEERING DIFFERENTIAL FEES

ACCOUNT	ACCOUNT TITLE	BAL FORWARD	FEE INCOME	TRAN IN	TRAN OUT	PROF SALARIES	CLASS SALARIES	GRAD WAGES	WAGES	FRINGE	OPERATING	TRAVEL	HOSTING	FINANCIAL AID	ENDING BAL
CC0944 PG08828	Differential Fee Income -Dean	102,223.33	1,246,389.28	-	19,202.00	760,072.72	26,811.21	1,100.00	105,579.43	248,727.88	82,288.22	-	-	-	104,831.15
CC0282 PG07461	Differential Fee Income -CHE/MSE	9,500.35	56,503.16	-	-	29,106.93	-	-	656.36	4,420.85	20,911.59	-	-	-	10,907.78
CC0537 PG02122	Differential Fee Income -CEE	9,589.82	230,815.85	6,069.00	-	22,852.11	-	44,332.20	8,936.95	23,045.10	132,082.87	5,829.12	-	-	9,396.32
CC2016 PG07417	Differential Fee Income -BME/EE	26,521.54	140,051.68	-	-	22,797.08	-	48,400.00	3,216.00	21,257.55	59,043.58	-	-	-	11,859.01
CC0192 PG00970	Differential Fee Income -ME	18,937.47	271,399.33	-	-	138,800.67	-	3,480.00	3,514.60	42,519.58	45,029.03	-	-	-	56,992.92
CC1148 PG02312	Differential Fee Income -CPE/CS	43,544.51	378,072.68	-	-	156,561.94	16,298.72	749.25	4,521.00	54,176.55	107,634.77	-	-	-	81,674.96
TOTALS		210,317.02	2,323,231.98	6,069.00	19,202.00	1,130,191.45	43,109.93	98,061.45	126,424.34	394,147.51	446,990.06	5,829.12	-	-	275,662.14

SCIENCE ENGINEERING DIFFERENTIAL FEES

ACCOUNT	ACCOUNT TITLE	BAL FORWARD	FEE INCOME	TRAN IN	TRAN OUT	PROF SALARIES	CLASS SALARIES	GRAD WAGES	WAGES	FRINGE	OPERATING	TRAVEL	EQUIPMENT	FINANCIAL AID	ENDING BAL
CC2094 PG00040	Differential Fee Income -GE	47.65	22,622.86	-	-	-	-	5,250.30	10,338.75	3,132.00	1,903.68	-	-	-	2,045.78
CC2094 PG08459	Differential Fee Income -MINE	255.00	48,964.27	-	-	-	-	-	-	-	40,227.55	-	-	-	8,991.72
TOTALS		302.65	71,587.13	-	-	-	-	5,250.30	10,338.75	3,132.00	42,131.23	-	-	-	11,037.50

BUSINESS DIFFERENTIAL FEES

ACCOUNT	ACCOUNT TITLE	BAL FORWARD	FEE INCOME	TRAN IN	TRAN OUT	PROF SALARIES	CLASS SALARIES	GRAD WAGES	WAGES	FRINGE	OPERATING	TRAVEL	EQUIPMENT	FINANCIAL AID	ENDING BAL
CC1979 PG02822	Business Differential Fees	20,700.02	414,352.53	11,000.00	95,000.00	168,633.68	-	53,912.85	-	66,599.89	61,801.56	-	-	-	104.57
CC1666 PG02382	Differential Fee Income -MACC	4,104.90	-	40,000.00	11,000.00	12,982.56	-	8,500.00	-	6,971.47	-	-	-	-	4,650.87
CC2385 PG07830	Differential Fee Income -MSIS	(1,863.75)	-	25,000.00	-	5,000.04	-	12,402.27	-	7,783.02	-	-	-	-	(2,049.08)
TOTALS		22,941.17	414,352.53	76,000.00	106,000.00	186,616.28	-	74,815.12	-	81,354.38	61,801.56	-	-	-	2,706.36

NURSING DIFFERENTIAL FEES

ACCOUNT	ACCOUNT TITLE	BAL FORWARD	FEE INCOME	TRAN IN	TRAN OUT	PROF SALARIES	CLASSIFIED	GRAD WAGES	WAGES	FRINGE	OPERATING	TRAVEL	EQUIPMENT	FINANCIAL AID	ENDING BAL
CC0563 PG07414	Nurs Differential Fees Income	(194,461.87)	2,716,030.89	-	-	1,336,340.00	145,526.06	4,263.50	11,806.90	389,156.82	295,996.73	4,293.45	-	-	334,185.56
TOTALS		(194,461.87)	2,716,030.89	-	-	1,336,340.00	145,526.06	4,263.50	11,806.90	389,156.82	295,996.73	4,293.45	-	-	334,185.56

SCHOOL OF PUBLIC HEALTH DIFFERENTIAL FEES

ACCOUNT	ACCOUNT TITLE	BAL FORWARD	FEE INCOME	TRAN IN	TRAN OUT	PROF SALARIES	CLASSIFIED	GRAD WAGES	WAGES	FRINGE	OPERATING	TRAVEL	ANT SUPPORT	FINANCIAL AID	ENDING BAL
CC0549 PG19405	SPH Differential Fees Salaries	62,447.92	696,230.06	-	-	365,482.38	-	30,100.00	3,595.92	125,505.11	87,733.16	18,359.33	75.00	10,392.75	117,434.33
TOTALS		62,447.92	696,230.06	-	-	365,482.38	-	30,100.00	3,595.92	125,505.11	87,733.16	18,359.33	75.00	10,392.75	117,434.33
College Total		101,546.89	6,221,432.59	82,069.00	125,202.00	3,018,630.11	188,635.99	212,490.37	152,165.91	993,295.82	934,652.74	28,481.90	75.00	10,392.75	741,025.89
UNR02 Financial Aid		169,797.36	1,097,809.69	-	-	-	-	-	-	-	-	-	-	999,948.00	267,659.05
Total		271,344.25	7,319,242.28	82,069.00	125,202.00	3,018,630.11	188,635.99	212,490.37	152,165.91	993,295.82	934,652.74	28,481.90	75.00	1,010,340.75	1,008,684.94

University of Nevada, Reno

Differential Program Fees

Fiscal Year 2025

In addition, please note that differential fee reporting requirements also exist in the Handbook (Title 4, Chapter 10, Section 18). This provision also requires institutions to report *"...the actual expenditure of differential program fees with an explanation of how the fees have been used for the benefit of the academic program for which the differential fee was established."* Include this information in your report.

College of Engineering **Deans Office**

The College of Engineering Central Fund used differential fees to enhance its academic programs through the purchase of equipment, operating expenses, salaries, wages, student club support, advising center support, career service office support, tutoring center support, and scholarship. The College of Engineering has a competitive selection process for items covered by differential fees. All expenses are ranked by college differential fee committees, which include both student and faculty committee members. Then approval by the Dean.

Equipment expenditures included purchase of equipment upgrades for RF and microwave courses, procurement of traction electric vehicle module for tribometer, and ENGR 301 / ENGR 691 / ENGR 475 course supplies.

Funding was provided to support ENGR 301 lecturer support, College of Engineering lecturer support, and instructors in both Chemical and Nuclear engineering. In addition, student workers, tutor supervisor, clerical, and office manager were funded in support of the engineering tutoring center and the engineering advising center. Fees covered course supplies for engineering courses 301/691/475, and funding for the engineering leadership council student club activities was also approved.

Approved funding for support staff positions included lecturers, a portion of the college's marketing communications specialist, the career service director, an academic advisor, differential fee administrator, student activities coordinator. The marketing communications specialist provides valuable support to the students in the College of Engineering. It is tasked to disseminate the college's accomplishments and contribute to the enhancement of its ranking and reputation. This is important for the competitiveness of the program and the graduates. For example, one of the position's responsibilities is sending out e-newsletters, highlighting student and faculty achievements, as well as keeping the students abreast of college events and opportunities. Having a cohesive communications strategy is essential in making our students more competitive in the global field of engineering. Our career services director provides valuable career advice and hosts career placement seminars and events.

Chemical and Materials Engineering (CME)

Chemical and Materials Engineering (CME) department used differential fees for teaching-related and undergraduate expenses only. These include supplies for courses with laboratory or demonstration components, financing of some of LOAs and maintenance and repairs of teaching equipment among similar. Differential fee resources were also used for a portion of the college's Web Communications Specialist position.

Computer Science and Engineering (CSE)

The Department of Computer Science and Engineering (CSE) used differential fees to enhance its academic offerings. Faculty members and students could submit proposals, which were reviewed by the CSE committee based on the college's criteria for differential tuition fees. The committee allocated funds to partially support several professional positions, including the college's Marketing Specialist.

Additionally, the full salary of a lecturer dedicated to teaching computer engineering courses was covered by these fees, partial salaries of two lecturers teaching undergraduate courses, along with salaries for

Letter of Appointment (LOA) instructors. Student support was provided through wages for recitation leaders and salary for a teaching assistant in lower-level courses. Furthermore, 25% of the salary of an Administrative Assistant 2 was covered by these fees, benefiting both students and the department. One faculty member's proposal, as part of a startup commitment, also led to the purchase of a server that will strengthen both undergraduate and graduate curricula.

Electrical and Biomedical Engineering (EBME)

The Electrical and Biomedical Engineering (EBME) Department used differential fees for equipment purchases supporting upper division courses; laboratory operating expenses; and salaries/fringe for a portion of the college's Web Communications Specialist and LOAs.

Civil and Environmental Engineering (CEE)

The Civil and Environmental Engineering (CEE) Department used differential fees to strengthen instruction and student learning in 300-, 400-, and 600-level courses. Funds supported teaching assistants and student technical assistants, as well as partial coverage for college-level personnel, including a Marketing Specialist and instructors for CEE 417/617, CEE 381, ENGR 260, CEE 120, and CEE 305. Differential fees provided supplies and materials for teaching laboratories in environmental, geotechnical, pavement, and structural engineering, and funded calibration and upgrades of laboratory equipment used in courses, including installation of an ignition furnace and acquisition of precision scales, sieves, and other essential items. Additional investments included ergonomic chairs for graduate assistants, geotechnical flow models for permeability and flow net demonstrations, 40 new computers for SEM 321, and TransCAD software for transportation courses. Differential fees also supported senior design projects (CEE 427), ASCE Student Chapter activities such as Concrete Canoe and the 2025 ASCE Intermountain Southwest Student Symposium, and covered travel and rentals for field trips to asphalt plants and paving projects for CEE 732 and CEE 738. Overall, expenditures spanned supplies, equipment, travel, student and professional salaries to support improved instructional quality and hands-on learning experiences for CEE students.

Mechanical Engineering (ME)

Mechanical Engineering (ME) department used differential fees to enhance the academic program by supporting professional salaries, student wages, operating expenses and equipment purchases. Supported salaries include 1 full time lecturer, partial salaries for 2 full time lecturers, stipend for the Associate Dept. Chair, partial salaries for CoEN marketing specialist, hourly undergraduate student workers, and salary for graduate student teaching assistants. The operating expenses supported laboratory class consumables, repair and maintenance of equipment, capstone course supplies and machine shop supplies.

Orvis School of Nursing

Nursing differential fees make a meaningful difference in the quality of education we provide to both undergraduate and graduate students at the Orvis School of Nursing. These funds help us maintain strong instructional coverage, support hands-on learning, and create a learning environment that prepares students for real-world clinical practice. Below is an overview of how these fees were used. A large portion of differential fees went toward instructional support. These funds covered 31 LOA faculty, as well as one LOA dedicated to managing our clinical affiliation agreements, which ensures students have safe, compliant clinical placement sites. Differential fees also supported 15 faculty stipends and 15 faculty appointments, allowing us to meet teaching and curriculum needs. We funded three Graduate Teaching Assistants, who assist with labs, grading, and other instructional support activities. Professional development travel was also supported, helping faculty and staff stay current with best practices. Additionally, differential fees were used to purchase laptops and tablets for faculty, ensuring instructors have the technology needed for modern teaching, virtual simulations, grading, and effective student communication.

Differential fees continue to play a significant role in sustaining our Simulation Suite. In FY25, these funds covered two hourly temporary employees who support daily simulation operations, scenario setup, equipment management, and student competency activities. The fees also funded 29 Standardized Patients, who provide students with valuable opportunities to develop communication, assessment, and critical-thinking skills. Differential fees supported essential supplies, consumables, and simulation equipment, as well as maintenance contracts for high-fidelity manikins, ensuring reliable and realistic learning experiences. Audio/visual equipment for debriefing and student evaluations was also funded. To expand procedural and technical skills practice, we purchased several advanced training models, including an Ultrasound ArterialLine Trainer, CentralLineMan System, FemoraLineMan System, ORMD Gluco III simulated hospital glucometer, Kangaroo E Pump Feeding system, and a lumbar puncture task trainer.

Graduate nursing programs also benefited significantly. Differential fees supported essential educational software, such as i-Human, which enhances diagnostic reasoning through virtual patient encounters, and Typhon, which tracks NP student clinical hours, competencies, and accreditation-required documentation. Differential fees also offset the cost of training materials for the Psychiatric-Mental Health Nurse Practitioner (PMHNP) program, including on-demand course bundles: Basics of CBT Essentials I and CBT for Anxiety, both of which help strengthen students' therapeutic and behavioral health competencies. Finally, differential fees were used to enhance student well-being and provide supportive learning spaces. Funds were used to purchase new furniture for a refreshed student sitting area, giving students a comfortable place to rest, recharge, and connect with peers, an important part of maintaining balance during intense academic and clinical training. Overall, differential fees allowed us to deliver high-quality instruction, strengthen simulation and clinical learning, support faculty and graduate program needs, and improve the student experience. These funds directly benefit our students and help ensure that our programs remain strong, supportive, and aligned with the evolving needs of today's nursing workforce.

College of Science

Geological Engineering (GE) (PG00040) program fee expenditures in FY25 were \$20,264.73. These expenditures partially supported 1 graduate assistant position for lab courses and a part-time administrative program support employee. (92% for personnel costs which includes stipend/salary, fringe, and tuition). The fees provided technological services for field experiences and trip expenses in support of student learning outcomes (7% for field experience technological services, 1% field trip expenses for GE484/684 and GE485/685).

Mining and Metallurgical Engineering (MME) (PG08459) program fee expenditures in FY25 were \$40,227.55. The largest portion of these funds (61%) was devoted to purchasing updated equipment for instructional mining engineering lab courses to provide the most up to date learning outcomes. The remaining expenditures (39%) supported lab consumables and software specific to instructional lab courses for mining students. An additional enhancement to lab upgrades was planned, however the vendor was unable to fulfill within FY25 and is now planned for FY26.

College of Business

The College of Business instituted a differential fee beginning in Fiscal Year 2012. The fees are used to provide enhancements to the graduate programs, which also conform to the strategic goals set by the College of Business and the University. While the Accounting and Information Systems programs have separate accounts from the general College of Business Differential Fee account, their use of the funds conforms with the same uses as the general account as described in this report.

Student success and Faculty Excellence are the primary strategic objectives in the College. To further these objectives and enhance our graduate programs, the majority of differential fee expenses (79%) were devoted to instructional support through graduate assistantships, graduate student employment,

tenure track position, letter of appointment faculty teaching specialized courses as well as a portion of other faculty members, including tenure-track faculty positions and the Executive Director of the Career and Corporate Outreach Center (CCOC).

Graduate assistants provide faculty and program support. Faculty members are selected based on how their areas of study can enhance the graduate degree and provide a greater breadth of knowledge as our business students compete in the global marketplace. Areas of faculty research include strategic management, ethics, behavioral economics and institutional and personal finance. Letter of appointment faculty provide real-world experience to enhance the ability of our graduate students to understand the practical applications of their coursework. We have been able to recruit from firms such as Morgan Stanley, IGT and Nevada Energy to serve as adjunct faculty in our graduate programs. Additionally, the CCOC provides career preparation services, career workshops and events, critique and interview preparation help. The Executive Director is also responsible for recruiting for the MBA program and oversees the Nevada Global Business Programs in Singapore, Toronto, London, New York, Costa Rica and Argentina.

Other support provided to enhance student success in the graduate programs included institutional memberships, emergentics training profiles for incoming MBA students, graduate receptions, and research databases (ex. WRDS, Compustat) for graduate students (16%) as well as graduate student Nevada Global Business tuition scholarships and program support (5%).

School of Public Health

The School of Public Health used differential fees to enhance student academic experience and academic programs through the support of operating expenses, salaries, wages, student travel, and scholarship. The School of Public Health has a competitive evaluation process for student Differential Fee award applications. All such expenses are ranked and approved by School's differential fee committee.

Purchases made with Differential fees includes:

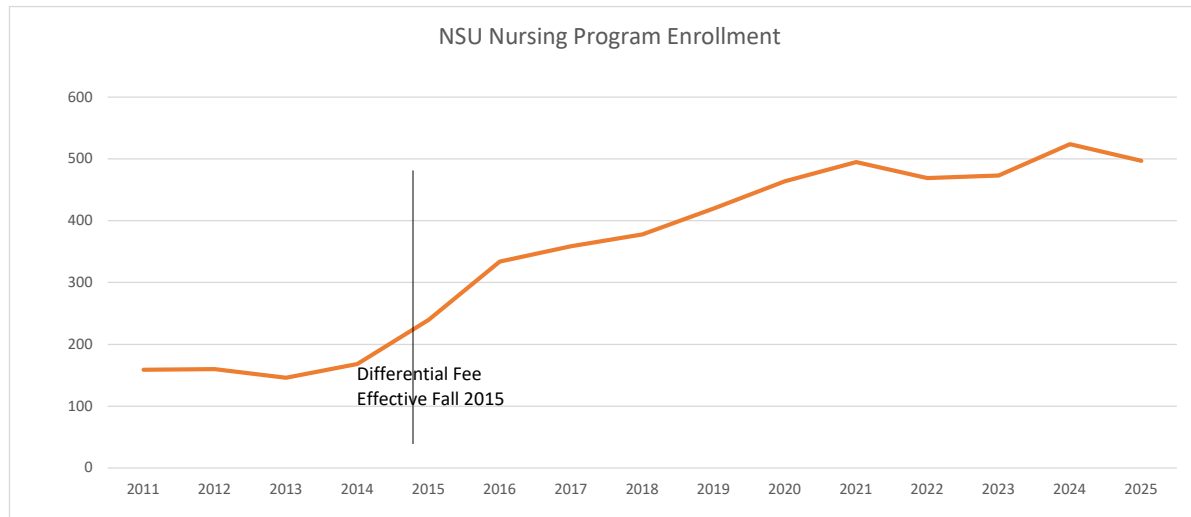
Purchase of software (SAS, SPSS) for biostatistics, and Sonia Software to facilitate student internship placement; Equipment, supplies and equipment maintenance for Kinesiology labs were also funded by Differential Fees.

Differential Fees supported graduate research and teaching assistantships with tuition support and stipends. Student workers were funded in support of School programs. Students applied for and received research and professional development awards.

We also funded staff positions: temporary teaching positions, lecturers, a lab coordinator, and a Student Services Coordinator were paid by differential Fees. In order to enhance our students' academic experience, promote and disseminate the School's accomplishments, and contribute to the enhancement of its ranking and reputation—conferences were attended by students.

Nevada State University
Nursing Differential Fees
Fiscal Year 2025

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
159	160	146	168	240	334	359	378	420	464	495	469	473	524	497



Admission to the pre-licensure program has grown since the differential fee began in the Fall of 2015. Admissions were capped at 96 annually prior to 2015, and expanded to 240 annually between 2016 and 2020. Admission caps were again increased in 2020, to 256 annually. In August 2023, the School of Nursing submitted a request to the Nevada State Board of Nursing for approval to increase annual admissions up to 384 annually, which was subsequently approved by the board. Fall 2024 represents the largest incoming class to date, with 110 new nursing students enrolled. Prior to 2020, completion rates remained >90%, with a 5-10% progression disruption rate due to course failure and repeat, or short leaves of absence for medical and other extenuating circumstances. In 2020, the completion rates dropped to 87% and currently average 84% with a 10% disruption rate, compared to the Nevada RN program average of 78%. In order to accommodate the diverse needs of the students served by Nevada State, the School of Nursing offers four track options: Full time year-around, Full time with summers off, Part time, and Full time Evening/Night shift.

Demand for Program

Fiscal Year	Applicants	Qualified	Admitted	Denied
2015	244	229	136	93
2016	235	192	176	16
2017	296	257	192	65
2018	320	296	208	88
2019	440	413	240	173
2020	384	363	256	107
2021	585	483	256	208
2022	476	344	254	73
2023	480	322	256	66
2024	417	308	269	76
2025	357	307	304	7

Nevada has seen an increase in for-profit education sites offering RN programs. NSU SoN remains among the highest quality affordable options, and demand for the program remains reasonably high. This past year, there were 357 applicants with 307 being qualified, and 304 successfully entered the program.

Nevada State University
Nursing Differential Fees
Fiscal Year 2025

MANDATORY ENROLLMENT FEES (Per Credit Hour) FY2025

• Registration Fees, NSC (undergraduate & Post baccalaureate)	\$203.00
• Technology Fee	\$6.00
• iNtegrate Fee	\$1.50
• Student Success Fee	\$5.00
Total of Mandatory Fees	\$215.50

DIFFERENTIAL FEES (Per Credit Hour)

• Differential Fee (200-400, Except RN-BSN)	\$220.00
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TOTAL FEES **\$435.50**

NON-RESIDENT TUITION RATES (Applicable rates are assessed in addition to mandatory enrollment fees)

• Full-time Non-resident Tuition (Full-time non-resident tuition rates are assessed to students enrolled in 7 or more credits)	\$7,534.00 per semester
• Part-time** Non-resident Tuition, (undergraduate & Post baccalaureate. Part-time non-resident tuition rates are assessed to students enrolled in fewer than 7 credit)	\$223.25 per credit
• WUE Tuition, NSC (undergraduate & Post baccalaureate)	\$101.50 per credit

Building Fee is a mandatory semester fee for students enrolled in 4 or more credit hours in the fall or spring semester	\$150.00 per semester
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Nevada State University
Nursing Differential Fees
Fiscal Year 2025

Worktag	Account Title	Bal Forward	Fee Income	Transfers In	Prof Salaries	LOA's	Classified	Wages	Benefits	Operating	Travel	Equipment	Scholarships	Trans Out	Ending Bal
PG05205	NURSING DIFFERENTIAL FEE	1,678,889.55	3,326,730.00	-	1,156,911.00	105,724.85	214,705.20	30,522.55	389,364.48	3,058.15	-	-	1,320.00	161,628.53	2,942,384.79
PG01058	NURSING DIFF FEE SCHOLARSHIPS	69,002.69	587,070.00	-	-	-	-	-	-	-	-	-	548,502.50	-	107,570.19

Nevada State University
Nursing Differential Fees
Fiscal Year 2025

Nursing

The nursing differential fee provides essential resources to sustain the current pre-licensure nursing program. These funds support key personnel, including a Director for Clinical Partners, a Director of the Nursing Student Success Center, an Academic Success Coach, two assistant professors, seven lecturers, three administrative assistants, the Health Science Lab Director, simulation and lab technicians, an IT technician for simulation, and student workers serving as tutors and course assistants.

In addition, the fee covers professional development for nursing faculty and staff, student activities, instructional supplies, and the operations and consumables required for a state-of-the-art nursing simulation and skills lab. Fifteen percent (15%) of the fee is reserved in a separate account to provide financial assistance to nursing students.

When special funding under SB 375 and SB 498 expires, additional expenditures aimed at maintaining the increased program capacity will primarily be allocated to the Tuition Differential account.

College of Southern Nevada
Differential Fee - | Dental Hygiene
Fiscal Year 2025

Demand for Program

Fiscal Year	Applicants	Qualified	Admitted	% Admitted
2016-17	7	7	7	100%
2017-18	30	28	26	93%
2018-19	11	11	11	100%
2019-20	6	6	5	83%
2020-21	5	5	5	100%
2021-22	8	6	6	100%
2022-23	21	20	20	100%
2023-24	31	30	20	67%
2024-25	30	28	20	71%

College of Southern Nevada
Differential: Dental Hygiene
Fiscal Year 2025

Worktag	ACCOUNT TITLE	BEG BALANCE	FEE REVENUE	TRAN IN	TRAN OUT	LOA'S	PROF SALARIES	WAGES	FRINGE	OPERATING	TRAVEL	EQUIPMENT	FINANCIAL AID & SCHOLARSHIPS	ENDING BAL
PG20312	CSN Differential Fee - Dental Hygiene	\$ 90,168	\$ 57,798	\$ -	\$ -	\$ 92,227	\$ -	\$ -	\$ 2,461	\$ 52,326	\$ -	\$ -	\$ -	\$ 952
PG20308	CSN Differential Fee - Dental Hygiene Scholarship ¹	\$ 4,020	\$ 9,740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,000	\$ 5,760

¹ CSN allocates 10% of the Dental Hygiene Differential Fee to fund program specific scholarships. The Dental Hygiene scholarship account is managed by the CSN Department of Financial Aid.

College of Southern Nevada
Differential Fee - Dental Hygiene
Fiscal Year 2025

The Dental Hygiene (DH) Differential Fee is used to cover the cost of part-time instructors as well as the purchase of consumable supplies for clinical experiences and labs; the repair/maintenance of lab and clinic equipment; software and technology upgrades; and for faculty professional development, necessary to maintain best practices in instruction, as required by the program's CODA Accreditation Standards.

The technical/software/equipment resources utilized by learners enrolled in the BSDH Program are extremely expensive to purchase and maintain and those expenses continue to increase with inflation. Additionally, the investment in resources to educate dental hygiene learners is more than twice the cost to educate learners enrolled in other Health Sciences Programs, and more than triple the cost for learners enrolled in programs outside of Health Sciences. The differential fees are utilized to offset most of those expenses.

During FY 24-25, the program had 30 applicants of which 28 were qualified. Unfortunately, due to CODA Accreditation requirements and severely limited access to clinical experiences, only 20 applicants (the maximum number of learners the program can support), were accepted and enrolled. However, the program faculty continue to be aggressive about advertising and marketing of the program, and development of partnerships to promote educational and clinical opportunities to support an increase in the DH applicant pool and cohort size. Due to the intake of learners, \$57,798 in revenue was received into the DH Differential Fee account.

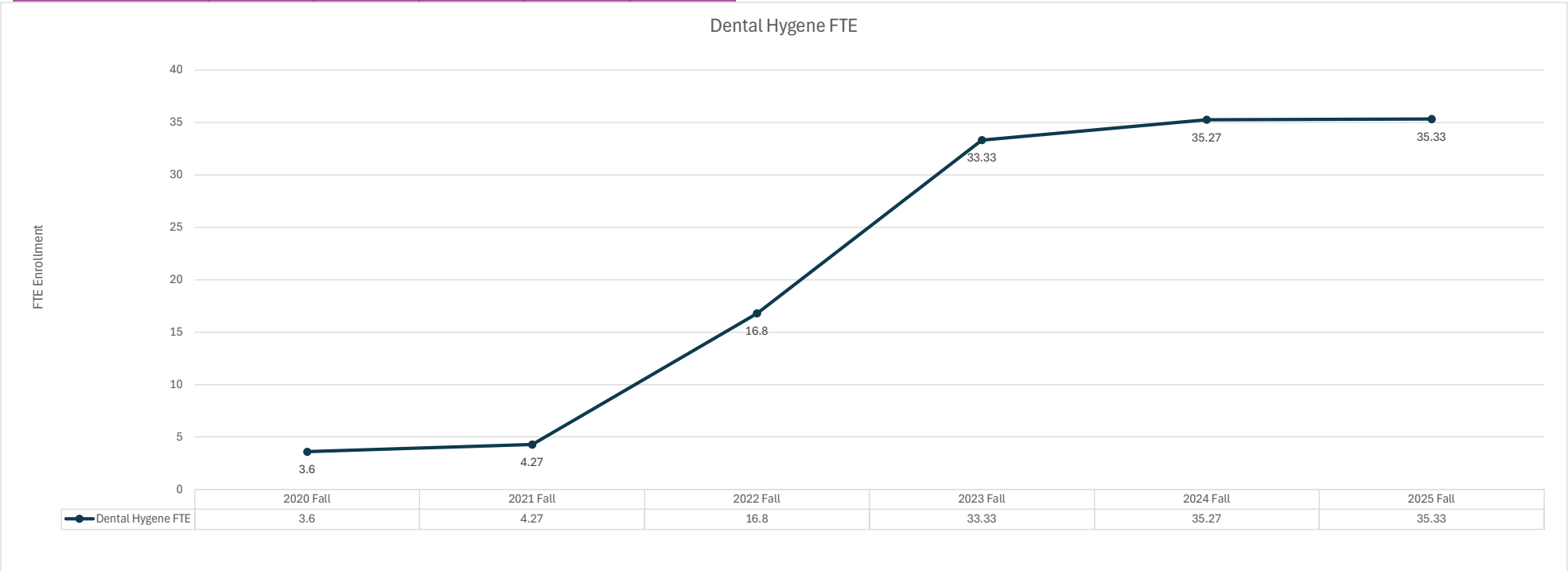
The total operating expenses paid from the DH Differential Fee Account for Fiscal Year 2024-25 was \$52,326 . This amount was utilized to purchase consumable lab supplies, equipment, technology, and software updates/repairs/replacements, medical staff clothing, cleaning services, office supplies.

For the employment of part-time instructional faculty, the DH Differential Fee Account expended \$92,227. The program utilizes roughly 16 part-time instructors during the fall and spring semesters to try and offset the FTE of full-time faculty, however, with the program having no more than 4-5 full-time faculty at any given time, increases in FTE for the program are somewhat inevitable. Since we transitioned to the BS degree from the AS and began running two cohorts together in Fall of 2023, the FTE has remained mostly consistent between 33-35% FTE.

Per NSHE policy, 10% of the Differential Fee is to be allocated to fund scholarships for Dental Hygiene learners. In compliance with that requirement, during Fiscal Year 2024-25, \$8,000 was utilized to support learner success through scholarships awards to Dental Hygiene learners.

College of Southern Nevada
Differential Fee - Dental Hygiene
Fiscal Year 2025

2020 Fall	2021 Fall	2022 Fall	2023 Fall	2024 Fall	2025 Fall
17,467.3	17,173.5	16,758.6	17,088.2	16,808.7	17,737.7
3.6	4.3	16.8	33.3	35.3	35.3



College of Southern Nevada
Differential Fee - Nursing
Fiscal Year 2025

Demand for Program

Fiscal Year	Applicants	Qualified	Admitted	% Admitted
2019-20	539	473	231	49%
2020-21	368	316	196	62%
2021-22	314	255	209	82%
2022-23	300	247	221	89%
2023-24	249	222	204	92%
2024-25	454	344	324	94%

College of Southern Nevada
Differential Fee - Nursing
Fiscal Year 2025

Worktag	ACCOUNT TITLE	BEG BALANCE	FEE REVENUE	TRAN IN	TRAN OUT	LOA'S	PROF SALARIES	WAGES	FRINGE	OPERATING	TRAVEL	EQUIPMENT	FINANCIAL AID & SCHOLARSHIPS	ENDING BAL
PG12733	CSN Differential Fee - Nursing	\$ 317,408	\$ 381,090	\$ -	\$ -	\$ 102,646	\$ 62,209	\$ 10,458	\$ 22,671	\$ 124,278	\$ -	\$ -	\$ -	\$ 376,236
PG12812	CSN Differential Fee - Nursing Scholarship ¹	\$ 15,542	\$ 42,391	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,000	\$ 21,933

¹ CSN allocates 10% of the Nursing Differential Fee to fund program specific scholarships. The Nursing scholarship account is managed by the CSN Department of Financial Aid.

College of Southern Nevada
Differential Fee - Nursing
Fiscal Year 2025

The Nursing Differential Fee was implemented in Fiscal Year 2018–2019 to help offset the high costs associated with nursing education and to support resources that enhance classroom instruction, laboratory experiences, and clinical education for both students and faculty.

During Fiscal Year 2024–2025, the fee was used to support the purchase of new and replacement classroom and laboratory equipment; software and technology resources; repair and maintenance of existing equipment; laboratory supplies and consumables; instructional support for laboratory instructors; and faculty professional development activities.

Learner full-time equivalent (FTE) increased to 126.3 in Fall 2024–2025, compared to 97.3 in the previous fiscal year. This increase is attributed to post-COVID enrollment recovery, improved licensure pass rates and increased departmental stability. Despite this growth, ongoing challenges remain in securing sufficient clinical facilities to support externship placements for the growing number of qualified applicants, which continues to limit the extent to which cohort sizes can be expanded within the nursing programs.

Admission and enrollment data from 2020–2021 through 2024–2025 demonstrate a steady improvement in applicant yield. While the number of applicants fluctuated, the percentage of admitted students who enrolled increased from 62% in 2020–2021 to 94% in 2024–2025, reflecting improved program stability, applicant commitment, and post-pandemic recovery. Continued limitations in clinical placement capacity constrain further expansion of cohort sizes.

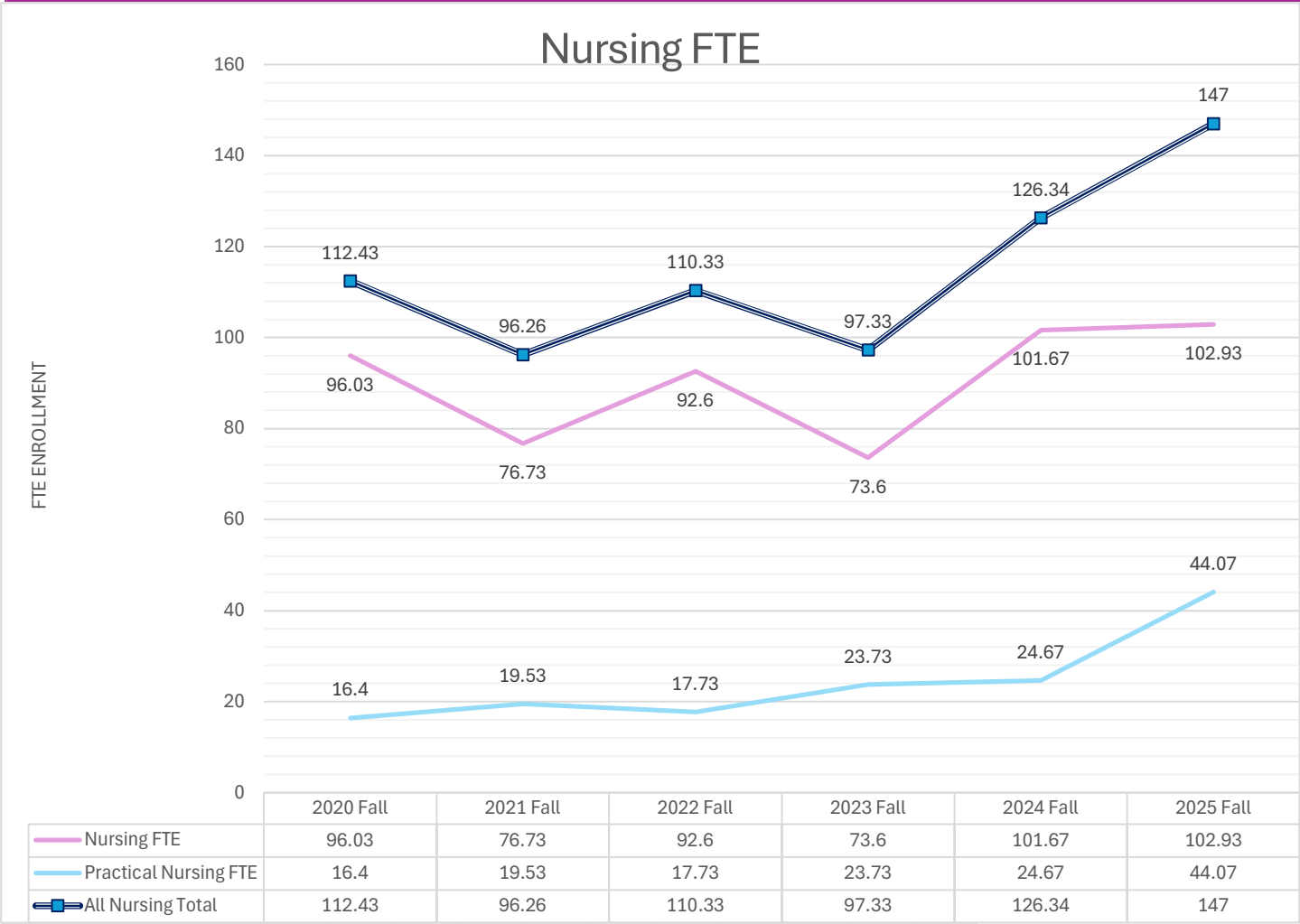
Nursing program faculty continues to monitor applicant trends to identify and address factors impacting the applicant pool and cohort size. Faculty actively pursued approval from both ACEN and the Nevada State Board of Nursing (NSBN) to increase cohort sizes in the AND from 500-650 and 32 to 56 within the PN program. In addition, the programs are strengthening partnerships with external stakeholders and seeking federal and state funding to support nursing program expansion. Ongoing marketing and advertising efforts are also utilized to increase program visibility, attract prospective nursing students, and promote employment opportunities for instructional faculty.

During Fiscal Year 2024–2025, total expenditures from the Nursing Differential Fee account totaled \$322,262. Of this amount, \$197,984 was allocated to Letters of Appointment (LOA) part-time instructor coverage, professional salaries, and fringe benefits. Operating expenses of \$124,278 were used for consumable laboratory supplies, medical staff clothing, cleaning services, office supplies, and faculty professional development.

In accordance with NSHE policy, 10% of the Nursing Differential Fee is allocated to support scholarship opportunities for nursing students. During Fiscal Year 2024–2025, \$36,000 was awarded in scholarships to promote learner success.

College of Southern Nevada
Differential Fee - Nursing
Fiscal Year 2025

	2020 Fall	2021 Fall	2022 Fall	2023 Fall	2024 Fall	2025 Fall
All CSN FTE	17,467.3	17,173.5	16,758.6	17,088.2	16,808.7	17,737.7
Nursing FTE	96.0	76.7	92.6	73.6	101.7	102.9
Practical Nursing FTE	16.4	19.5	17.7	23.7	24.7	44.1
All Nursing Total	112.4	96.3	110.3	97.3	126.3	147.0



College of Southern Nevada
Fiscal Year 2024-25

SUMMARY OF FEES	UNDERGRADUATE	
	Lower Division	Upper Division
Registration Fee	\$123.75	\$203.00
Technology Fee - Regular	\$8.00	\$8.00
Technology Fee - iNtegrate	\$2.50	\$2.50
Total Student Fees	\$134.25	\$213.50

Mandatory Fees

Student Union Fee	\$9.00	\$9.00
Athletics and Recreation Fee	\$2.00	\$2.00
Total Mandatory Fees	\$11.00	\$11.00

Differential Fees

Nursing ¹	\$60.00	\$60.00
Dental Hygiene	\$100.00	\$100.00

Total Fees Nursing	\$205.25	\$284.50
Total Fees Dental Hygiene	\$245.25	\$324.50

Western Undergraduate Exchange (per Credit Hour in addition to Registration Fee)	\$63.50	\$104.25
Non-Resident Tuition full-time (per Year)	\$8,666.00	\$8,666.00
Non-Resident Tuition part-time (per credit)	\$136.25	\$223.25
Distance Education Tuition (per credit)	\$62.00	\$101.50

¹ Does not include NURS 130/NURS 134 (Certified Nursing Assistant course), NURS 240/NURS 242 (RN Refresher), NURS 285 (Special Topics), and Practical Nursing courses (PN).

FY2025 Differential Fee Report

Great Basin College Nursing Program

Nursing Total
Enrollment

Fall 18 67	Fall 19 72	Fall 20 74	Fall 21 72	Fall 22 57	Fall 23 62	Fall 24 61	Fall 25 65
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The investment in resources to educate nursing students at GBC is nearly three times that to educate the “average” student FTE. The differential fees are used to purchase new equipment, continuing maintenance agreements for manikins, and consumable supplies for four rural laboratory locations. Fees are also used for lab management and supervision, and on-going faculty development for best practices which provides a great challenge for our college. In addition, the differential fees are used to fund student support resources, travel to “Disaster Day” for nursing students held on the Elko Campus as well as travel of nursing faculty to other campuses for simulation. The costs of supplies continue to increase with current rates of inflation. This in turn, has increased the amount of money that is spent on supplies to accommodate students in the nursing program.

Great Basin College

Nursing Program Enrollment by Year

First year	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	45	43	41	43	34	30	32
GBC Enrollment							

Demand for Program

Year	Applicants	Qualified	Admission	Denied
2015	39	36	31 (86%)	5 (16%)
2016	43	39	34 (87%)	5 (14%)
2017	57	43	37 (86%)	6 (16%)
2018	49	39	36 (92%)	4 (11%)
2019	66	60	45 (75%)	15 (33%)
2020	61	53	43 (81%)	10 (23%)
2021	59	47	41(87%)	7 (17%)
2022	63	54	43(85%)	9(20%)
2023	48	36	34 (74%)	2 (5.5%)
2024	48	39	36 (100%)	0 (0%)
2025	51	41	35 (100%)	0 (0%)

Note: FY2015 the nursing program added program sites in Winnemucca and Pahrump. FY 2021 Ely was added as a nursing program site. FY2024 Paramedic/LPN Bridge pathway added to program. FY2025 Paramedic/LPN Bridge admission moved to summer admission (Summer 2025) with progression to Fall 2025.

Great Basin College Radiology Technology Program**Total GBC****Radiology Enrollment**

Fall 17 21	Fall 18 20	Fall 19 19	Fall 20 26	Fall 21 25	Fall 22 25	Fall 23 21	Fall 24 20	Fall 2025 24
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The Great Basin College Radiology program requires students access to advanced technology equipment that makes this program significantly more expensive to operate than a general education program. Differential fees allow the program to cover the costs of annual service agreements on our x ray equipment to ensure proper functioning, and that our long-term investment is protected. In addition, these fees are utilized to purchase additional pieces of equipment that students utilize in lab to enhance their learning. Each student in the program is provided professional society memberships and access to board preparation tests from these funds as well.

Radiology students are placed in clinicals throughout the state. In order to appropriately monitor student progress and program consistency. Significant faculty travel is required to visit clinical sites. Differential fees assist in covering these costs.

The transition from lab fees to differential fees in the Radiology program has had a significant impact on what we are able to offer students.

Demand for Program

Year	Applicants	Qualified	Admission	Denied
2015	13	11	11 (100%)	0(0%)
2016	19	16	12 (75%)	4 (25%)
2017	13	12	12 (100%)	0 (0%)
2018	11	10	10 (100%)	0 (0%)
2019	15	12	11 (92%)	1 (9%)
2020	20	18	18(90%)	0 (0%)
2021	13	11	11 (84%)	0 (0%)
2022	16	11	11 (68%)	4 (25%)
2023	18	11	11 (100%)	0 (0%)
2024	23	20	13 (65%)	7 (35%)
2025	46	28	14 (50%)	14 (50%)

Section 10

Great Basin College

Nursing	NURS**	100-200	\$120.00/credit \$160.00/credit (Change starting Fall 2025)	Fall 2019 Fall 2025
Radiology	RAD**	100-200	\$70.00/credit	Fall 2019

** Does not include NURS 130 (Certified Nursing Assistant course) is removed due to its occupational nature and importance for producing directly employable students at a reasonable expense to students.

** Does not include NURS 285 and NURS 290 are special topic courses.

** Does not include NURS 300+ courses as they are courses required for the BSN program, which is fully on-line.

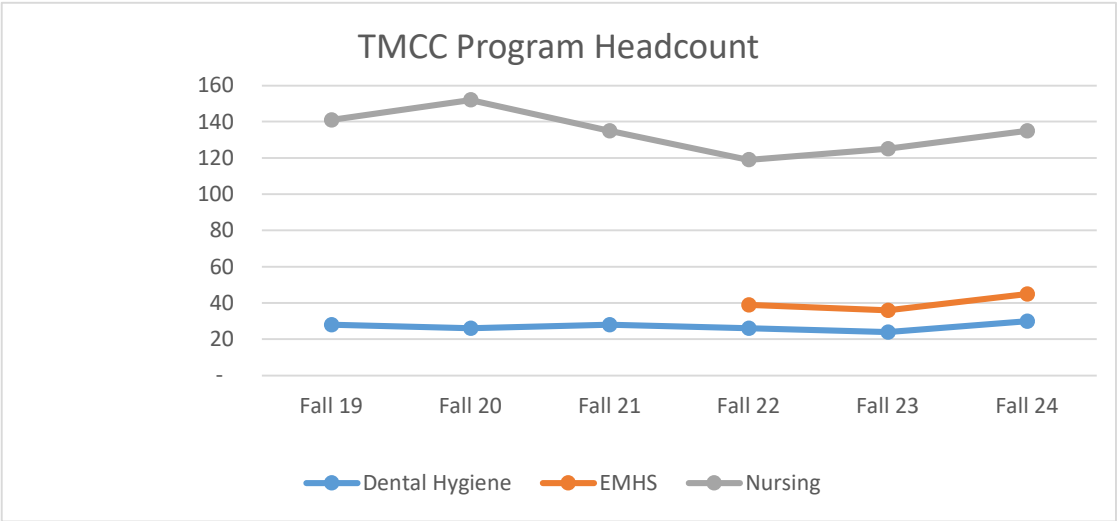
**Does not include RAD 101 this course is Exploration of Radiology, which is used to give students basic knowledge of what a radiological technologist does and what careers are available in this field.

Great Basin College Nursing Differential Fees Fiscal Year 2025														
Detail Worktag	Beginning Balance	Fee Revenue	Transfers In	Transfers Out	Letter of Appointment	Professional Salaries	Classified Salaries	Wages	Fringe	Travel	General Operations	Equipment	Scholarship	Ending Balance
PG11749 FA - Differential Fees - Nursing	6,543	11,460	-	-	-	-	-	-	-	-	-	-	18,003	-
PG00328 Differential Fees-Nursing	85,668	103,200	-	-	-	-	-	-	-	13,017	52,971	6,493	-	116,387

Great Basin College Radiology Differential Fees Fiscal Year 2025														
Detail Worktag	Beginning Balance	Fee Revenue	Transfers In	Transfers Out	Letter of Appointment	Professional Salaries	Classified Salaries	Wages	Fringe	Travel	General Operations	Equipment	Scholarship	Ending Balance
PG11750 FA - Differential Fees - Radiology	3,410	3,066	-	-	-	-	-	-	-	-	-	-	6,474	1
PG11589 Differential Fees - Radiology	16,994	26,960	-	-	2,363	-	-	-	35	3,781	16,484	2,480	-	18,810

TRUCKEE MEADOWS COMMUNITY COLLEGE
DIFFERENTIAL FEE PROGRAM ENROLLMENT
FISCAL YEAR 2025

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23	Fall 24
Dental Hygiene	28	26	28	26	24	30
EMHS				39	36	45
Nursing	141	152	135	119	125	135
TMCC Enrollment	11,662	10,665	9,785	9,986	10,257	11,190



TRUCKEE MEADOWS COMMUNITY COLLEGE
DIFFERENTIAL FEE PROGRAM NARRATIVE
FISCAL YEAR 2025

The differential fee for dental hygiene was put into place Fall 2016 and is used to pay part-time salaries and supplies/equipment for students.

The differential fee for EMHS was put into place in Fall 2022 and is used to offset the cost of a Program Coordinator.

The differential fee for nursing was put into place Fall 2014 to purchase lab materials and supplies and part-time faculty.

10% of the fees for Dental Hygiene and Nursing are set aside for student financial aid.

TRUCKEE MEADOWS COMMUNITY COLLEGE
FEES FOR PROGRAMS WITH DIFFERENTIAL FEES
FISCAL YEAR 2025

SUMMARY OF FEES		UNDERGRADUATE
Registration Fee		123.75
Technology Fee - Regular		8.00
Technology Fee - iNtegrate		1.50
Student Association Fee		1.00
Health and Sports Fee		5.00
Total Registration Fees (per credit)	\$	139.25
Dental Hygiene Differential Fee	\$	88.25
Emergency Management Homeland Security Differential Fee	\$	15.00
Nursing Differential Fee	\$	120.00
Dental Hygiene Total Fees (per credit)	\$	227.50
EMHS Total Fees (per credit)	\$	154.25
Nursing Total Fees (per credit)	\$	259.25
Non-Resident Tuition		
Western Undergraduate Exchange (per Credit Hour)	\$	61.88
Part-time Non-Resident Tuition (per credit)	\$	136.25
Full-time Non-Resident Tuition (per Semester)	\$	4,333.00

TRUCKEE MEADOWS COMMUNITY COLLEGE
DIFFERENTIAL FEES
FISCAL YEAR 2025

ACCOUNT	ACCOUNT TITLE	BAL FORWARD	FEE INCOME	PROF SALARIES	WAGES	FRINGE	OPERATING	ENDING BAL
PG06173	DENTAL HYGIENE DIFFERENTIAL FEES	156,165	69,284	33,615		2,706	112,914	\$ 76,214
PG00515	DENTAL HYGIENE DIFFERENTIAL GRANT	-	7,701				7,363	338
PG21073	EMERGENCY MANAGEMENT HOMELAND SECURITY DIFFERENTIAL FEE	7,191	11,893	6,330		519		12,235
PG00798	NURSING DIFFERENTIAL FEES	97,337	266,520		4,743	85	116,531	242,498
PG04220	NURSING STUDENT ACCESS FEE	-	29,621				25,106	4,515
TOTALS		\$ 260,693	\$ 385,019	\$ 39,945	\$ 4,743	\$ 3,310	\$ 261,914	\$ 335,800

TMCC sets aside 10% of the Dental Hygiene Differential Fee and 10% of the Nursing Differential Fee to fund program specific scholarships.
The scholarship accounts are managed by the TMCC Financial Aid Office.

**TRUCKEE MEADOWS COMMUNITY COLLEGE
DIFFERENTIAL FEE PROGRAM NARRATIVE
FISCAL YEAR 2025**

The differential fee for dental hygiene was put into place Fall 2016 and is used to pay part-time salaries and supplies/equipment for students.

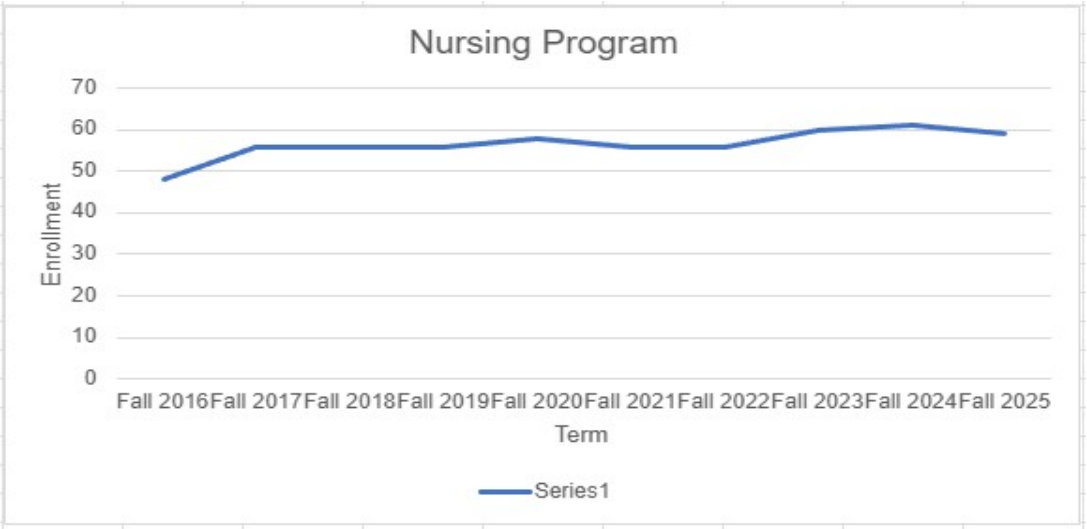
The differential fee for EMHS was put into place in Fall 2022 and is used to offset the cost of a Program Coordinator.

The differential fee for nursing was put into place Fall 2014 to purchase lab materials and supplies and part-time faculty.

10% of the fees for Dental Hygiene and Nursing are set aside for student financial aid.

Western Nevada College
 Nursing Program Enrollment
 Fiscal Year 2025

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate	48	56	56	56	58	56	56	60	61	59



Demand for the Program

Fiscal Year	Qualified Applicants	Admitted	Denied Admission
2016	53	48 (91%)	5 (9%)
2017	98	56 (57%)	42 (43%)
2018	82	56 (68%)	26 (32%)
2019	107	56 (52%)	51 (48%)
2020	90	58 (64%)	28 (31%)
2021	95	56 (64%)	10 (31%)
2022	99	56 (57%)	36 (36%)
2023	73	60 (82%)	13 (18%)
2024	95	61 (64%)	34 (36%)
2025	70	59 (84%)	11 (16%)

Western Nevada College
Differential Program Fees
Fiscal Year 2025

SUMMARY OF FEES	UNDERGRADUATE	
Registration Fee	\$	123.75
Technology Fee - Regular	\$	7.00
Technology Fee - iNtegrate	\$	1.50
Academic Success Fee	\$	25.00
Total Registration Fees (pre Credit Hour)	\$	157.25
Nursing Differential Fees *	\$	120.00
Total Differential Fees	\$	120.00
TOTAL FEES	\$	277.25

Non-Resident Tuition

Western Undergraduate Exchange (per Credit Hour)	\$	62.00
Part-time Non-Resident Tuition (per Credit Hour)	\$	136.25
Full-time Non-Resident Tuition (per Semester)	\$	4,333.00

Western Nevada College
Nursing Differential Fees
Fiscal Year 2025

Worktag	ACCOUNT TITLE	BEG BALANCE	FEE REVENUE	Other	TRAN IN	TRAN OUT	LOA'S	PROF SALARIES	GRAD WAGES	WAGES	FRINGE	OPERATING	TRAVEL	EQUIPMENT	SCHOLAR & FEES	TUITION & FEES	ENDING BAL
PG06627	DIFFERENTIAL FEE - NURSING	162,956.07	239,436.00	-	-	-	-	-	-	5,501.50	499.74	101,224.10	1,027.92	2,979.33	-	-	291,159.48
PG02154	DIFFERENTIAL FEE - NURSING F/A	820.00	26,604.00	-	-	-	-	-	-	-	-	-	-	-	18,096.00	-	9,328.00

Western Nevada College
Nursing Program Enrollment
Fiscal Year 2025

Differential Fee Narrative

The differential fee was implemented beginning Fall 2015 for newly admitted nursing students and beginning Fall 2016, all nursing students were assessed the fee. This fee is utilized to offset the high costs associated with this program with items such as purchasing lab supplies, lab coordinator (salary/fringe), simulation lab and equipment maintenance. In FY26, WNC has purchased the ATI (Assessment Technologies Institute) tool to prepare students for the NCLEX exam and adding personnel costs for our rural nursing centers in Douglas and Fallon. Additionally, as per policy, 10% is set aside for financial assistance for students in the nursing program.