



**Date:** November 7, 2019  
**To:** James P. Holloway, Provost and Executive Vice President for Academic Affairs  
**From:** Bruce J. Perlman, Director, School of Public Administration   
**Re:** 2020 SPA Differential Tuition Request – Final

---

Please find attached the School of Public Administration's 2020 Tuition Differential Request. As noted in the document, this request is pursuant to UAP 8210 2.2. I believe we have hewed closely to it in preparation of our request.

As evidenced by the website comments, information sessions, survey, and meetings we held, the results of which are reported in the attached document, students in our programs have given us their backing. Though no one is eager to pay more for their education, we are humbled by the level of support we received from students for this request. We are pleased to have been able to demonstrate to them that the value of what they will receive from this proposal when implemented exceeds the increase in cost.

As laid out in the document, the School offered multiple avenues to disseminate information on the proposal as well as to receive inquiries and respond to them. We worked closely with our student organizations and student leaders to be inclusive and consultative in putting the proposal together and in seeking input on it. Because of this collaborative effort, both the inputs and the results demonstrate a thoughtful and reasoned process and response.

I welcome the opportunity to respond to any questions you may have about this proposal or our plans. Please do not hesitate to contact me in that regard. I trust that you will find this request to be worthy of your support.



## DIFFERENTIAL TUITION REQUEST

**College/School:** College of Arts and Sciences    **Department/Program:** School of Public Administration  
**Contact:** Bruce Perlman    **Phone:** 277-1092    **Email:** bperlman@unm.edu

**Level:** Undergraduate  Graduate

**Proposed Differential to be applied as:** by student type (major):  by course:   
*For Main Campus units, all new differential tuition will be charged by student type (major) and will follow the tuition block.*

**Requested Differential Tuition (shown as an amount per student credit hour):**

Student Type	Current Differential	Proposed Differential	Increase/Decrease or New Differential
Residents	\$50.00	\$100.00	\$50.00
Non-Residents	\$50.00	\$100.00	\$50.00
Other	\$	\$	\$

**Effective Academic Year: AY 2020/2021**

*If the differential tuition request is approved it will be applied in the following academic year **beginning in the fall semester.***

**Rationale for Request:** *Please provide a detailed explanation on the reasoning for the increase/decrease or new differential tuition. Please refer to policy **UAP 8210 2.2** for qualifying justifications for differential tuition.*

Pursuant to UAP 8210 2.2 the currently authorized tuition differential received by the School of Public Administration (SPA) is employed in ways that address the criteria for which differential tuition is granted and which justify consideration of increasing the currently authorized differential. This can be seen in examining three key program support factors.

First, the School of Public Administration is a Masters only professional degree granting entity. It is a unique entity in New Mexico higher education as a purely graduate-level professional school specializing in management improvement in the public sector. It offers two Master’s Degree programs: 1.) the Master of Public Administration (MPA) which is one of two offered in the state of New Mexico and the only one



of any size with approximately 200 students at the graduate level; 2.) the Master of Health Administration (MHA), the only such program in the state in one of its fastest growing and most highly paid sectors. As a Professional School at UNM, the flagship university for the state, the SPA attracts students from across New Mexico for residential attendance and thus incurs considerable cost in qualifying, admitting, and orienting them.

Second, due to its unique programs and their professional audience, it also provides direct delivery of additional sections of its regularly-scheduled courses to meet the needs of non-residential distance students in Farmington, Gallup, Taos, Santa Fe, Los Alamos, Los Lunas and Rio Rancho as well as other locations across the United States. Approximately twenty-five percent of SPA students are distance students and a significant percentage of distance students are Native American or Hispanic. This additional classroom contact is provided via synchronous on-line ZOOM Technology for students to use, the costs for and provision of which is another supporting factor in the need for an increase of the existing SPA differential.

Third, to address several areas of interest to the National Association of Schools of Public Affairs and Administration (NASPAA), the SPA's national accrediting body, additional faculty were needed to lower the faculty/student ratio by adding full-time faculty to reduce class size. The currently authorized tuition differential originally funded two additional SPA faculty. This allowed the faculty/student ratio to be lowered from its approximately forty-one students per core faculty member at its peak to approximately eighteen students per core faculty member. In addition, the additional faculty were able to support the new MHA program, allowing it to successfully start-up and solidify its development. Given the increase in salary and support resources for newly hired faculty, the original differential has not kept pace with cost increases and thus does not cover the costs of those faculty as it did when originally authorized three years ago. Thus, it is critical that an increase be authorized.

With the loss of faculty due to death, departures and retirement as well as budget cuts, the School of Public Administration currently has eight core faculty. While the current budget climate renders it unlikely that the School will return to its recent size of 11 faculty, this tuition differential request would fund the addition of a Lecturer to help fill the reduction in offerings caused by the loss of these faculty.



Informal conversations with the Public Administration Graduate Student Association (PAGSA) have indicated that their internal polling of students identifies one of the critical needs of students is additional course offerings as well as more varied electives. The addition of a Lecturer could be the most immediate solution to this pressing problem.

**Market Analysis:** *Please provide detailed information on whether the college/school or department/program cost of instruction is markedly higher than the university average program costs or market conditions warrant additional tuition.*

See attached spreadsheet of Ranked (U.S. News and World Report) MPA programs. This represents SPA's aspirational peers across the United States with an emphasis on public institutions as well as the best private schools in the U.S.

UNM School of Public Administration's cost of attendance, (tuition and fees) is currently a third of the Peer Median for Graduate Resident tuition and over \$8,000 less for Non-Resident students.

UNM first earned national ranking six years ago and has improved its national ranking every year since that initial ranking, breaking into the top 100 a year ago. As SPA seeks to continue to improve its ranking, one of the critical factors for such improvement is the size of the faculty and the depth and breadth of its expertise.

UNM SPA had seen regular sustained growth in enrollment over the past decade and while admissions have leveled off, there are two new programs begun in Fall 2019 (Shared Credit degree programs with the Department of Economics and the Department of Sociology) that are anticipated to result in at least a 10% increase in students in the next two years.

Additionally, in tandem with the UNM 2020 goal of increasing international admissions, the SPA has been collaborating with the Global Education Office to recruit students from China. It has signed two guest-student memoranda of understanding with Chinese universities. Too, it is exploring opportunities to resurrect its Latin American offerings which were among the best in the nation for a considerable period. These programs may result in an influx of up to 20 new international students a year.



As mentioned above, the expansion of the Shared Credit Program is of special note. The School of Public Administration has successfully implemented this program with the Bachelor of Liberal Arts with approximately five students per year entering the program and graduating approximately 75% of those starting this joint degree program.

The BLA/MPA program provides a pathway for undergraduates to earn both an undergraduate degree in Liberal Arts as well as an MPA graduate degree in five years. This will result in savings of at least \$6,000 for each student and will have an immediate impact on time to degree for undergraduate students as well as expediting completion of the MPA. This degree program is also available to distance students across New Mexico, thereby providing an opportunity for students in Farmington, Gallup, Taos, Los Alamos, Santa Fe, Los Lunas, and Rio Rancho to earn these degrees while remaining in their home communities.

**Student Consultation:** *A preliminary request should be submitted to the Provost Office (Main Campus) or Chancellor's Office (Health Sciences Center (HSC)) no later than October 1<sup>st</sup>. Per policy it must be posted to the unit's website no later than October 1<sup>st</sup> to allow for at least 30 days of constituent comment prior to final submission to the Provost or Chancellor by November 1<sup>st</sup>.*

*Please provide an explanation on how you plan to communicate the proposed differential tuition request to students, and the feedback you have already received from students on this request, if any.*

While a study of UNM's peer institutions is of value, of greater interest to our students is how we compare with those institutions ranked by U.S. News and World Report as the "Best in the U.S." The SPA was first ranked six years ago and continues to improve its ranking. One of the critical factors in continuing improvement in ranking will be in faculty size.

The Director met with the PAGSA officers on September 30, 2019 at their regular monthly meeting to share this proposal with them and to work collaboratively to get this information disseminated to all students in the School of Public Administration. We then sought input as to the steps needed to seek maximum participation from all of our students.



The Director shared the process used by the SPA leadership, in consultation with the Dean of the College of Arts and Sciences, to proceed with this proposal. The first item was to place the proposal on the SPA website, as well as a comments link for students and other interested parties to express their thoughts, concerns and feelings.

The student organizations offered to be a second conduit for questions and comments from student who might wish to keep their comments private. The Director was delighted to receive this offer and it was graciously accepted.

To provide the maximum opportunity for student participation a town hall was held on Tuesday October 22 from 5:30 pm-8:30pm. This Town Hall was also broadcast via Zoom for students who could not participate in person.

The Town Hall consisted of a formal presentation from the Director followed by a Q&A from students both in person as well as those via Zoom. After the session concluded and the Director departed, there was time allotted for students to have frank conversations amongst themselves.

Lastly, an Opinion survey was sent to all registered students (176 registered for Fall 2019). A total of 41 students responded to the survey, (survey attached) for a response rate of 23.29%. This anonymous survey also included a final opportunity for comment. Complete details are included in the Other Information Section.

**Accountability/Budget Information:** *Please provide budgetary information about how the revenue generated will be expensed. It is highly encouraged to set aside a portion of the revenue generated by the differential for financial aid (see policy UAP 8210 2.2.2).*

**Financial Aid Set Aside Amount:**   40  %

**Proposed Annual Revenue**

Differential Tuition (per student credit hour)	\$50.00
Projected # of Student Credit Hours ( <u>all student credit hours</u> taken by student majors in the program).	2,500



<b>Total Revenue</b>	\$125,000
----------------------	-----------

**Proposed Annual Expenditures**

Financial Aid Set Aside (%)	\$25,000
Faculty Expense	\$80,000
Accreditation & QA	\$10,000
Marketing	\$10,000
Operating Expenses	\$0
<b>Total Program Costs</b>	<b>\$125,000</b>

***Please provide a detailed explanation on how the revenue will be used for this program:***

All revenue from this tuition differential request will go directly or indirectly into student support or student resource allocation.

20% of the funds will go directly to financial aid. These funds will go to students in need and will help to defray the increase. As the majority of our students are part-time students (six hours or less) the financial impact of this increase is minimal per semester. Nevertheless it is a real consideration for many of our students.

64% of the funds will be used to hire a Lecturer whose sole function will be to teach courses in both the MPA and MHA Programs. We anticipate this lecturer teaching at least 3-4 courses per semester thereby increasing both the number and variety of our elective courses.

The remaining 16% will go towards CAHME and ongoing accreditation expenses as well as securing additional advisement resources such as travel to the distant campuses for face to face advisement and support as well as recruitment and marketing efforts.

Every single dollar received will go towards students and not a penny will go towards operating or administrative costs.

***Student Access and Affordability: Please explain how student access and affordability will be addressed.***

SPA has committed significant resources in the past from tuition differentials, (upwards of 25% of funds received have been used for tuition fellowships and scholarships) for student support. SPA provided this support before it became a UNM policy and it remains committed to student support.

SPA is also exploring additional funding opportunities in collaboration with the UNM Foundation.



Student access has been demonstrated by providing distance education opportunities for students not able to attend classes on the Main Campus. The SPA program is geared to provide access to nontraditional students- all SPA courses are offered in the afternoon (4pm), evening (7pm) or weekend (Saturday).

SPA remains one of the lowest cost providers for an MPA Program in the region and remains committed to providing access and affordability to SPA students.

**Peer Comparison Chart:** *Please complete the Excel peer comparison spreadsheet. If the peer institutions listed does not have a similar college/school or department/program add an institution that most closely resembles your unit. Please note this adjustment below.*

Below are four tables to better provide the requested information as well as a more complete picture of our peers.

The first two tables include the requested information for the UNM list of peer institutions.

These include a table for resident tuition and fees and the second table includes the tuition and fees for non-residents.

The third and fourth tables represent the list of graduate institutions in the field of public affairs as ranked by U.S. News and World Report. The School of Public Administration has now been nationally ranked for the past six years and have improved our ranking each year.

The tables include tuition and fees for resident and non resident students. There is one additional footnote. Those institutions ranked as UNM Peers are highlighted with a (T) next to their ranking. Those institutions considered to be aspirational peers are highlighted with an (A) next to their ranking.

**College: School of Public Administration**

**Program: Public Administration**

**Graduate Resident**

	<b>Resident</b>	<b>Tuition (1)</b>	<b>Differential for Peer College/Program (2)</b>	<b>Total Tuition</b>
	<b>University of New Mexico</b>	\$ 5,779	n/a	\$ 5,779
	<b>Peer Median</b>	<b>\$ 7,530</b>	<b>n/a</b>	<b>\$ 7,530</b>
1	Arizona State University	\$ 10,970	\$ 2,500	\$ 13,470
2	Florida International University	\$ 8,202		\$ 8,202
3	New Mexico State University	\$ 5,243		\$ 5,243



4	Oklahoma State University	\$ 4,019		\$ 4,019
5	Texas A&M University	\$ 6,200		\$ 6,200
6	Texas Tech University	\$ 5,760		\$ 5,760
7	The University of Tennessee	\$ 13,084		\$ 13,084
8	The University of Texas at Arlington	\$ 9,128		\$ 9,128
9	The University of Texas at Austin	\$ 9,470		\$ 9,470
10	The University of Texas at El Paso	\$ 5,876	\$ 380	\$ 6,256
11	University of Arizona	\$ 10,900		\$ 10,900
12	University of California-Riverside	\$ 7,668		\$ 7,668
13	University of Colorado-Boulder	\$ 16,200		\$ 16,200
14	University of Colorado-Denver	\$ 22,012		\$ 22,012
15	University of Houston	\$ 14,166		\$ 14,166
16	University of Iowa	\$ 23,234		\$ 23,234
17	University of Kansas	\$ 7,341		\$ 7,341
18	University of Missouri-Columbia	\$ 7,530		\$ 7,530
19	University of Nebraska-Lincoln	\$ 4,851		\$ 4,851
20	University of Nevada-Las Vegas	\$ 4,847		\$ 4,847
21	University of Oklahoma-Norman Campus	\$ 6,946		\$ 6,946
22	University of Utah	\$ 7,255		\$ 7,255

(1) Tuition is based on full time status (9 credit hours for graduate tuition per semester) Fall and Spring semesters

(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.

**College: School of Public Administration**

**Program: Public Administration**

**Graduate Non-Resident**

	Non-Resident	Tuition (1)	Differential for Peer College/Program (2)	Total Tuition
	<b>University of New Mexico</b>	\$ 17,371	n/a	\$ 17,371
	<b>Peer Median</b>	<b>\$ 18,030</b>	<b>n/a</b>	<b>\$ 18,030</b>
1	Arizona State University	\$ 21,888	\$ 2,500	\$ 24,388
2	Florida International University	\$ 18,030		\$ 18,030



3	New Mexico State University	\$ 16,162		\$ 16,162
4	Oklahoma State University	\$ 15,286		\$ 15,286
5	Texas A&M University	\$ 14,090		\$ 14,090
6	Texas Tech University	\$ 14,999		\$ 14,999
7	The University of Tennessee	\$ 31,502		\$ 31,502
8	The University of Texas at Arlington	\$ 18,878		\$ 18,878
9	The University of Texas at Austin	\$ 18,030		\$ 18,030
10	The University of Texas at El Paso	\$ 14,270	\$ 380	\$ 14,650
11	University of Arizona	\$ 22,000		\$ 22,000
12	University of California-Riverside	\$ 15,832		\$ 15,832
13	University of Colorado-Boulder	\$ 21,600		\$ 21,600
14	University of Colorado-Denver	\$ 56,424		\$ 56,424
15	University of Houston	\$ 23,436		\$ 23,436
16	University of Iowa	\$ 40,134		\$ 40,134
17	University of Kansas	\$ 17,102		\$ 17,102
18	University of Missouri-Columbia	\$ 18,782		\$ 18,782
19	University of Nebraska-Lincoln	\$ 13,554		\$ 13,554
20	University of Nevada-Las Vegas	\$ 11,941		\$ 11,941
21	University of Oklahoma-Norman Campus	\$ 16,831		\$ 16,831
22	University of Utah	\$ 22,989		\$ 22,989

(1) Tuition is based on full time status (9 credit hours for graduate tuition per semester) Fall and Spring semesters

(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.

**College: School of Public Administration**

**Graduate Resident**

	Resident	Tuition (1)	Differential for Peer College/ Program (2)	Total Tuition
	<b>University of New Mexico</b>	\$ 5,779	n/a	\$ 5,779
	<b>Peer Median</b>	\$ <b>10,277</b>	<b>n/a</b>	\$ <b>10,277</b>
(A) 1	Syracuse	\$ 27,000		\$ 27,000



(A) 2	Indiana University	\$	6,717		\$	6,717
3	Harvard (Kennedy)	\$	48,574		\$	48,574
4	University of Georgia	\$	7,380		\$	7,380
(A) 5	Princeton (Wilson)	\$	48,940		\$	48,940
(A) 6	NYU	\$	20,088		\$	20,088
(A) 7	UC Berkeley	\$	18,808		\$	18,808
(A) 8	USC (Price)	\$	34,986		\$	34,986
9	Carnegie Mellon (Heinz)	\$	46,870		\$	46,870
(A) 10	University of Kansas	\$	7,341		\$	7,341
(A) 11	University of Washington (Evans)	\$	21,429		\$	21,429
12	American University	\$	29,556		\$	29,556
13	George Washington University (Trachtenberg)	\$	31,710		\$	31,710
14	University of Michigan (Ford)	\$	25,338		\$	25,338
(A) 15	University of Wisconsin (LaFollette)	\$	11,988		\$	11,988
(T) 16	ASU	\$	11,938		\$	11,938
17	Duke University (Sanford)	\$	45,545		\$	45,545
(A) 18	FSU (Askew)	\$	8,628		\$	8,628
19	University of Kentucky (Martin)	\$	6,363		\$	6,363
20	University of Minnesota (Humphrey)	\$	24,138		\$	24,138
(T) 21	UT Austin (LBJ)	\$	9,470		\$	9,470
22	Georgia State University (Young)	\$	4,290		\$	4,290
23	Rutgers Newark	\$	17,040		\$	17,040
24	UCLA	\$	16,899		\$	16,899
(T) 25	UC Denver	\$	9,378		\$	9,378
(T) 26	Texas A&M (Bush)	\$	11,100	\$ 1,000	\$	12,100
27	University of Missouri (Truman)	\$	6,480		\$	6,480
28	University of Nebraska	\$	4,851		\$	4,851
29	University of Arizona	\$	11,486		\$	11,486
30	Virginia Tech	\$	13,230		\$	13,230
31	Cleveland State	\$	6,908		\$	6,908
32	University of Pennsylvania (Fels)	\$	36,876		\$	36,876
33	Portland State University	\$	6,414		\$	6,414
34	University of Connecticut	\$	14,500		\$	14,500
35	University of Virginia	\$	15,450		\$	15,450
36	Binghamton University	\$	10,870		\$	10,870
37	North Carolina State University	\$	8,492		\$	8,492
38	Virginia Commonwealth University	\$	10,893		\$	10,893
39	Purdue Indiana University	\$	6,876		\$	6,876
40	University of Central Florida	\$	6,654		\$	6,654
41	University of North Texas	\$	6,751		\$	6,751
42	Pennsylvania State	\$	20,732		\$	20,732



43	San Diego State	\$	8,894	\$	8,894
44	University of Massachusetts	\$	13,210	\$	13,210
45	University of Missouri (Bloch)	\$	7,816	\$	7,816
46	University of Oregon	\$	9,684	\$	9,684
47	Wichita State (Wall)	\$	5,302	\$	5,302
48	Willamette (Atkinson)	\$	40,470	\$	40,470
49	San Francisco State	\$	8,026	\$	8,026
50	University of Arkansas (Clinton)	\$	7,560	\$	7,560
52	Cal State LA	\$	6,632	\$	6,632
53	Mississippi State	\$	7,670	\$	7,670
54	Boise State	\$	8,754	\$	8,754
55	Iowa State	\$	8,728	\$	8,728
56	James Madison	\$	8,514	\$	8,514
57	Rutgers (Camden)	\$	16,848	\$	16,848
58	University of Southern Maine (Muskie)	\$	7,074	\$	7,074
59	Washington State	\$	11,772	\$	11,772
60	West Virginia	\$	8,154	\$	8,154

**College: School of Public Administration**

**Program: Public Administration**

**Graduate Non-Resident**

	<b>Non-Resident</b>	<b>Tuition (1)</b>	<b>Differential for Peer College /Program (2)</b>	<b>Total Tuition</b>
	<b>University of New Mexico</b>	\$ 17,371	n/a	\$ 17,371
	<b>Peer Median</b>	\$ 22,385	n/a	\$ 22,385



(A) 1	Syracuse	\$ 27,000		\$ 27,000
(A) 2	Indiana University	\$ 22,594		\$ 22,594
3	Harvard (Kennedy)	\$ 48,574		\$ 48,574
4	University of Georgia	\$ 19,200		\$ 19,200
(A) 5	Princeton (Wilson)	\$ 47,140		\$ 47,140
(A) 6	NYU	\$ 20,628		\$ 20,628
(A) 7	UC Berkeley	\$ 33,912		\$ 33,912
(A) 8	USC (Price)	\$ 34,986		\$ 34,795
9	Carnegie Mellon (Heinz)	\$ 46,870		\$ 46,870
(A) 10	University of Kansas	\$ 17,102		\$ 17,102
(A) 11	University of Washington (Evans)	\$ 38,465		\$ 38,465
12	American University	\$ 29,556		\$ 29,556
13	George Washington University (Trachtenberg)	\$ 31,770		\$ 31,770
14	University of Michigan (Ford)	\$ 46,070		\$ 46,070
(A) 15	University of Wisconsin (LaFollette)	\$ 25,315		\$ 25,315
(T) 16	ASU	\$ 21,888		\$ 21,888
17	Duke University (Sanford)	\$ 45,545		\$ 45,545
(A) 18	FSU (Askew)	\$ 19,993		\$ 19,993
19	University of Kentucky (Martin)	\$ 15,112		\$ 15,112
20	University of Minnesota (Humphrey)	\$ 37,872		\$ 37,872
(T) 21	UT Austin (LBJ)	\$ 18,030		\$ 18,030
22	Georgia State University (Young)	\$ 15,012		\$ 15,012
23	Rutgers Newark	\$ 28,656		\$ 28,656
24	UCLA	\$ 32,001		\$ 32,001
(T) 25	UC Denver	\$ 22,374		\$ 22,374
(T) 26	Texas A&M (Bush)	\$ 20,600	\$ 1,000	\$ 21,600
27	University of Missouri (Truman)	\$ 11,264		\$ 11,264
28	University of Nebraska	\$ 13,554		\$ 13,554
29	University of Arizona	\$ 19,950		\$ 19,950
30	Virginia Tech	\$ 31,014		\$ 31,014
31	Cleveland State	\$ 11,770		\$ 11,770
32	University of Pennsylvania (Fels)	\$ 36,876		\$ 36,876
33	Portland State University	\$ 10,716		\$ 10,716
34	University of Connecticut	\$ 35,812		\$ 35,812
35	University of Virginia	\$ 25,242		\$ 25,242
36	Binghamton University	\$ 22,210		\$ 22,210
37	North Carolina State University	\$ 23,967		\$ 23,967
38	Virginia Commonwealth University	\$ 22,396		\$ 22,396
39	Purdue Indiana University	\$ 17,406		\$ 17,406
40	University of Central Florida	\$ 21,493		\$ 21,493
41	University of North Texas	\$ 14,221		\$ 14,221



42	Pennsylvania State	\$ 35,586		\$ 35,586
43	San Diego State	\$ 16,022		\$ 16,022
44	University of Massachusetts	\$ 27,834		\$ 27,834
45	University of Missouri (Bloch)	\$ 18,549		\$ 18,549
46	University of Oregon	\$ 17,010		\$ 17,010
47	Wichita State (Wall)	\$ 13,022		\$ 13,022
48	Willamette (Atkinson)	\$ 40,470		\$ 40,470
49	San Francisco State	\$ 8,026		\$ 8,026
50	University of Arkansas (Clinton)	\$ 7,560		\$ 7,560
52	Cal State LA	\$ 16,136		\$ 16,136
53	Mississippi State	\$ 20,790		\$ 20,790
54	Boise State	\$ 24,070		\$ 24,070
55	Iowa State	\$ 22,440		\$ 22,440
56	James Madison	\$ 22,158		\$ 22,158
57	Rutgers (Camden)	\$ 27,768		\$ 27,768
58	University of Southern Maine (Muskie)	\$ 19,134		\$ 19,134
59	Washington State	\$ 25,204		\$ 25,204
60	West Virginia	\$ 23,094		\$ 23,094

**Other Information:** *Please provide any additional information that supports this request for differential tuition.*

True and Aspirational Peer Comparison with UNM SPA

	Total University Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
<b>TRUE PEER INSTITUTIONS</b>					<b>USNWR Rankings</b>

	<b>Total University Enrollment</b>	<b>Unit Graduate Degrees/Certificates Offered</b>	<b>Unit Graduate Student Enrollment</b>	<b>Total # of Unit Faculty</b>	<b>Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)</b>
<b>University of New Mexico</b>	23,911	MPA MHA 2 dual degrees: MPA/MCRP and MPA/JD	252-MPA	8	96
<b>Arizona State University</b>	71,946	5 degrees in MPA 1 EMPA program 1 PhD program	140 enrolled	30	#9
<b>New Mexico State University</b>	22,413	MPA degree	25 enrolled	8	#RNP
<b>Texas A&amp;M University</b>	68,825	MPSA MIA 6 online certificates	184 enrolled	22	#28
<b>University of Texas at Austin</b>	51,000	5 degrees 17 dual degree 9 specialize	181 enrolled	50	#9
<b>University of Colorado-Denver</b>	18,937	MPA MCJ 7 dual degrees 7 certificates PhD in PA	137 enrolled	32	#34
<b>ASPIRATIONAL PEER INSTITUTIONS</b>					
<b>Syracuse</b>	22,484	MPA MAIR PhD in PA	137 - MPA 65-75 MAIR 6 PhD	35	2
<b>Indiana University</b>	43,710	MPA Dual degrees: MPA-MSES, MAAA-MPA PhD in PA Certificates: nonprofit mgmt, public budgeting and fin. Mgmt, public	391enrolled	49	1

	Total University Enrollment	Unit Graduate Degrees/Certificates Offered		Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
		mgmt, social entrepreneurship, hazard materials mgmt				
<b>Princeton (Wilson)</b>	8,181	MPA MPA/JD MPP	PhD- PA JDP	142 - MPA 220 MPP 33 PhD	82	#9
<b>NYU</b>	59,061	MPA MUP MS in Public Policy EMPA Dual Degree: MBA-MPA PhD in PA Certificates – fin. mgmt and pub finance; health finance; health policy analysis; mgmt for public and nonprofit orgs; public policy analysis		475- MPA enrolled	91	#9
<b>UC Berkeley</b>	41,910	MPA MPP	PhD	121 enrolled	91	#6
<b>USC (Price)</b>	43,000	MPA MPP MSPP MGPP MNLM MPL MHA	EMHA EMPL EML EMUP IPPAM PhD	338-core Master students 304 – executive prog students 18 joint & certificate programs 48 PhD students	53	#2
<b>University of Kansas</b>	28,447	MPA MUP	PhD-PA	120 enrolled	26	#23
<b>University of Washington (Evans)</b>	46,686	MPA EMPA	IPPHL Global MPA	363 enrolled	26	#6

	Total University Enrollment	Unit Graduate Degrees/Certificates Offered		Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
		PhD in PP & Mgmt				
<b>University of Wisconsin (LaFollette)</b>	31,710	MPA MIPA		50+ enrolled	15	#23
<b>FSU (Askew)</b>	41,900	MPA & Policy Joint Degrees with URP, social work, criminology, criminal justice, law Certificates: emergency mgmt, public fin. mgmt., Florida city and county mgmt, health services admin and policy		147 enrolled	18	#28

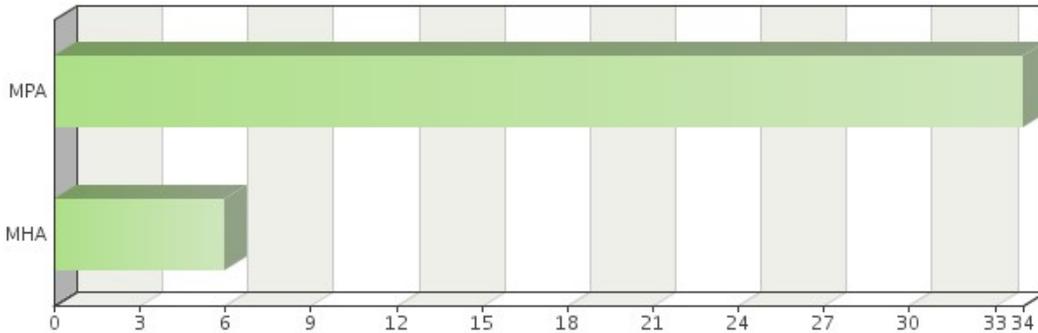
## Opinio Survey Results

As mentioned previously, the School conducted an Opinio survey of the 176 registered graduate MPA and MHA students in the School of Public Administration. The School does not have a doctoral program, therefore all 176 students are Masters only students.

The students were contacted via email by both the School and by the student organizations urging them to participate. Students were asked a total of ten questions, four of a demographic or informational nature, four directly related to the differential request and one open ended comment question. The complete survey including results and all comments are included. Also included are all the comments obtained by the student leadership.

### Question 1

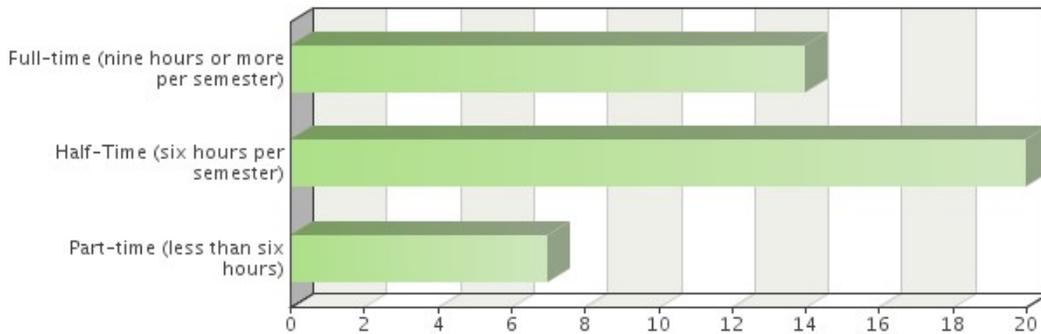
Which degree are you seeking:



40 students responded to this question with 34 or 82.93% of the students being MPA students. One student did not respond and the remaining 6 students or 14.63% are MHA students. This differs slightly from the current distribution of approximately 76% MPA and 24% MHA students.

### Question 2

#### Student Status



14 of our students are Full-Time students (nine or more hours per semester) - 34.15%

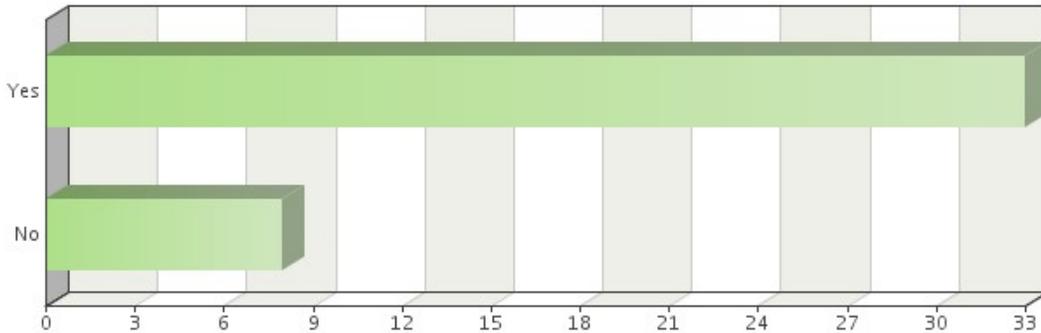
20 of our students are Half-Time students (six hours per semester) - 48.78%

7 of our students Part-Time students ( less than six hours) - 17.07%

This accurately reflects the current student distribution of our student population.

### Question 3

Have you read the SPA tuition differential Proposal



33 or 80.49% of the students responded that they had indeed read the survey and 8 or 19.51% said they had not read the proposal.

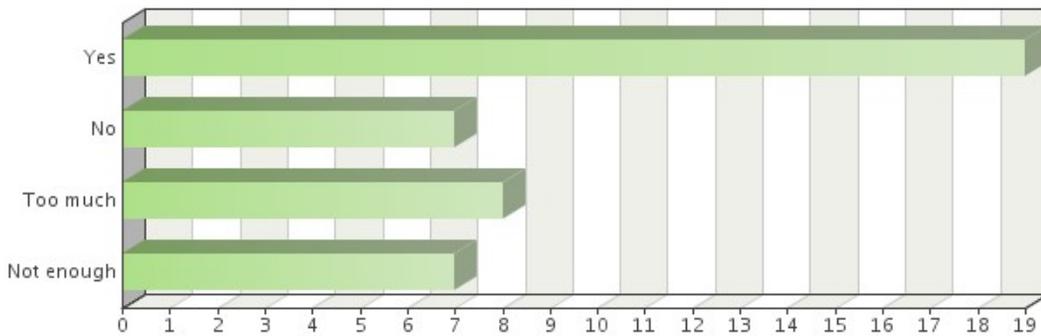
#### Question 4

The School of Public Administration seeks a \$50 per credit hour increase. All revenue from this differential remains with the School of Public Administration.

As outlined in the proposal:

\* 40% of revenue generated will go directly for student support in the form of Graduate Assistantships, need based tuition support and merit based fellowships.

Do you agree with this level of support?



The responses for this question are most interesting. The largest single response by a wide margin is “Yes” with 46.34% supporting the proposal. “No” and “Not enough” tied for third with 17.07%. Those opposed garnered 19.51%.

When those who said “Yes” and those who said “Not enough” are combined, the total who indicated broad support for the proposal is 63.41% and those who said “No” or thought this was “Too much” combined for a total of 36.59%.

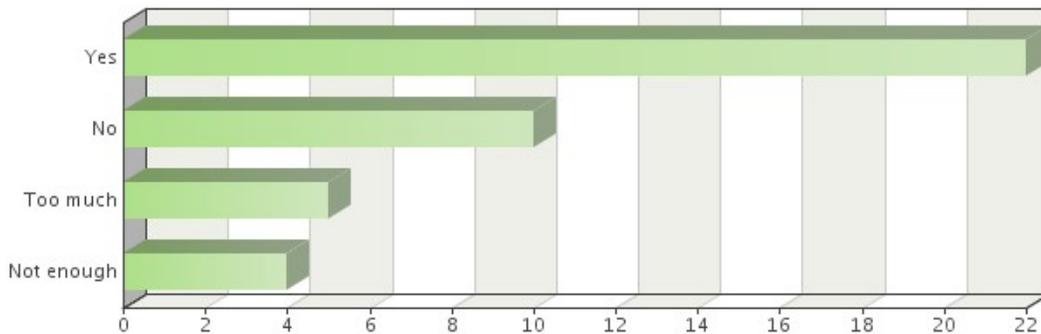
While there is clear support for the tuition differential being used to provide additional support for students, including Graduate Assistants and need based tuition support, there was an even more pronounced support regarding the need for Lecturer.

### Question 5

As outlined in the proposal:

\* 48% of revenue generated will go towards funding a lecturer position. This position will be used to provide an additional 3 courses per semester to the schedule or a total of six additional courses per year.

Do you agree with this use of tuition differential?



22 students or 53.66% responded “Yes”.

10 students or 24.39% responded “No”

5 students or 12.2% responded “Too much”

4 students or 9.96% responded “Not enough”

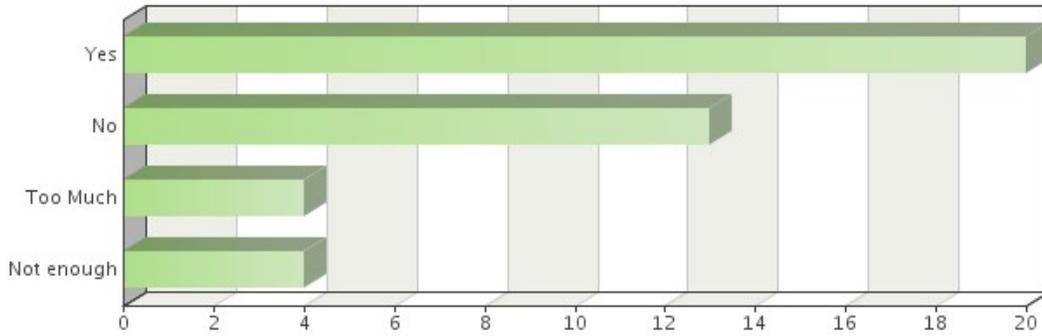
When combined, 63.62% responded “Yes” or “Too little” and 36.38% responded “no” or “Too much”

### Question 6

As outlined in the proposal:

\* 12% of revenue generated could go towards advisement, marketing and accreditation expenses.

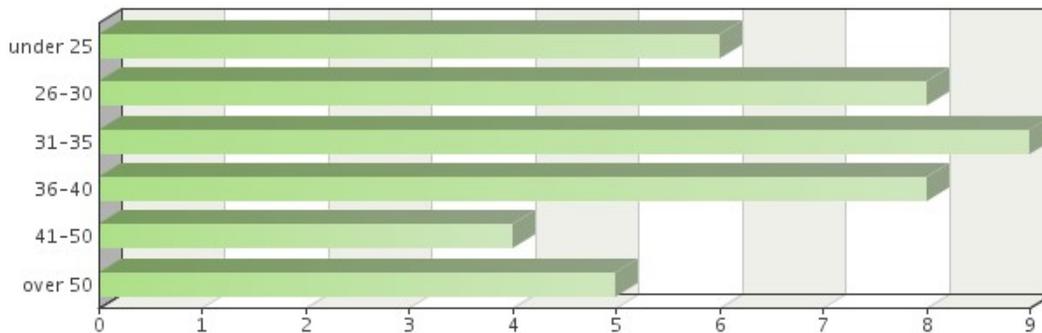
Do you agree with this use of tuition differential?



This question elicited a more divided response. However, a near majority, 48.78% supported this usage. 31.71% opposed and the balance was evenly split at 9.76% each for “Too much” and “Not enough”.

### Question 7

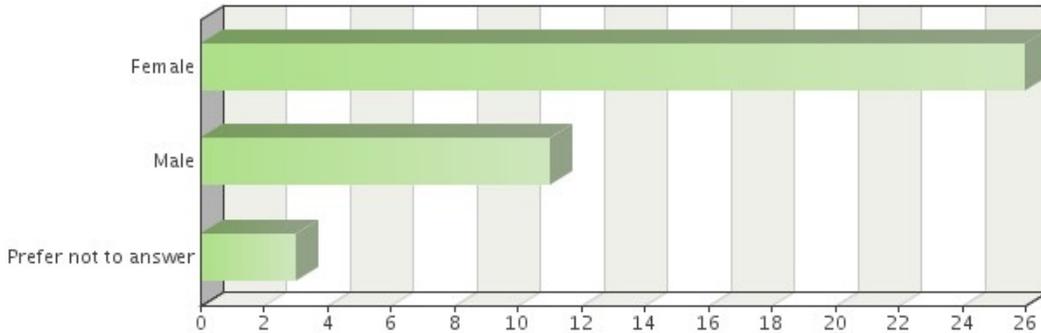
What is your age?



As noted by the chart, there is a fairly typical age distribution with the largest proportion of our students between the ages 31 and 35 followed by an almost even number 30 and under (34.14%) and 36 and over (41.47). These results are consistent with the overall profile of SPA students.

### Question 8

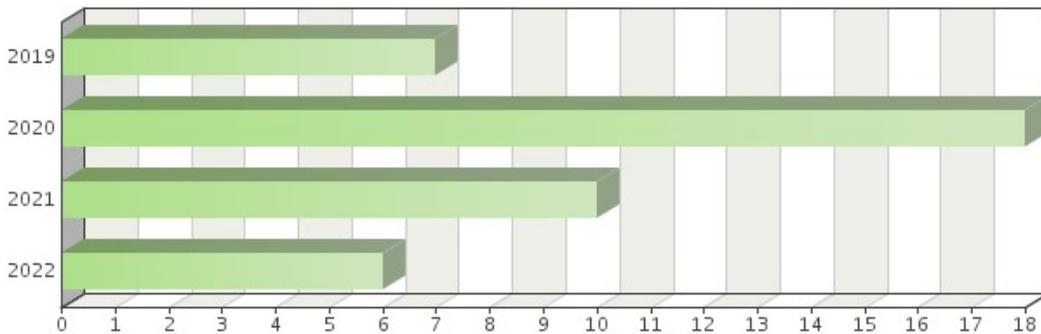
What is your gender?



These results are also consistent with the overall SPA student population. We are and have been a majority female student body for decades.

**Question 9**

What is your anticipated graduation date?



Those graduating in 2019 (17.07%) would not be impacted. Those graduating in 2021 and 2022 (39.02%) would be directly impacted by this differential increase. It is unclear how many of those graduating in 2020 (43.9%) would be impacted as those graduating in the Spring 2020 semester would not be impacted.

**Question 10**

If you have additional comments or suggestions, please feel free to state them here:

(This is a complete list of all comments provided on the Opinio survey. There will be a second list of those comments provided by the student leadership organizations.

**As an international student, our studying abroad fee is pretty high and keeps increasing with academic requirements, books, UNM fees, etc. while we can't even work full time to get the**



**financial support to pay for school, this increase will add a heavier burden on us that we are not sure we can handle for the moment.**

---

**This is a great opportunity for the school and I know that it will benefit everyone in the future. We need more classes and professors.**

---

**As an international student, I cannot afford to pay for additional \$50 per credit (\$150 per course) as tuition differential. I paid more than USD 10,000 per semester before finally getting my job as GA at UNM. I need to gave up my master's degree if SPA really needs to increase now. I read the proposal and understand how important to funds better lecturer positions, but please give us more time (until Fall 2021) to wait for increasing the tuition differential.**

---

**N/A**

---

**I agree with the percentages presented, not the amount which is more than I am willing to contribute. The program is good, another instructor would be great, passing the costs to the students is unfavorable. I would appreciate better fund allocation from UNM to SPA.**

---

**Tuition is already high as it is. Adding additional costs could hinder students coming into the program.**

---

**Increasing the tuition differential this much just for 40% to be used as student funding seems like a cop out to justify the hike. What guarantee do students have that this money cannot/will not be redistributed from student support funds to elsewhere in the program after the first year or a period of time? Will 40% be placed in a restricted funds account?**

---

**0**

---

**Although the increase may be minimal to some, there are students who are paying these fees out of pocket on top of costs such as books, course materials and online course fees. This increase will hurt some more than others. However, since it's going toward fellowships to help students, please increase your efforts to award additional help to those in need. Thank you.**

---

**I am in full support of the money going towards offering more courses each semester. I also would like to know if money could go to getting better classrooms. Since we are rated one of the best grad schools in US and World report news the environment in which we learn should be better.**

---



More traditional online courses would be desirable!!

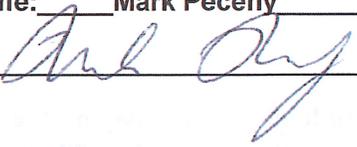
I wish the money would be used to hire a full-time faculty position, as we have lost 3 tenure-track faculty in the time I have been here obtaining my degree. Adding a lecturer is fine, however for students who wished to complete a thesis there is no faculty available to advise and thus that avenue is really not even available to students. You are getting rid of concentrations, pro papers, thesis papers, I am not sure there is much left for the students. Students seem to be an afterthought in the MPA program (specifically), if you are going to demand that much more money from each and every student, why don't you propose something that will make it worth our while? As it stands now, this tuition differential proposal is a joke.

None.

Increasing the number of electives would have had a positive impact on my time as a student in the UNM SPA program. And although I support the tuition differential proposal, it must be disclosed the financial ramifications will not personally impact me.

Dean/Director Approval:

Printed Name: Mark Peceny

Signature:  Date: 11/8/19