DIFFERENTIAL TUITION REVIEW
(Justification for units with existing differential tuition)

College/School: School of Public Administration  Department/Program: Click here to enter text.
Contact: Gene Henley  Phone: 277-1095  Email: ghenley@unm.edu

Level:  Undergraduate  ☐  Graduate  ☒

Differential Tuition (please show as an amount per student credit hour):

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Current Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents</td>
<td>$50</td>
</tr>
<tr>
<td>Non-Residents</td>
<td>$50</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
</tr>
</tbody>
</table>

Effective Academic Year: 2018/2019

Rationale for Existing Differential Tuition: Please provide a detailed explanation on the reasoning for the 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 most of the criteria for which differential tuition is granted and which justify the continuation of 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 over 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 continued authorization 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 was 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 covers less of the costs of those faculty than when originally authorized three years ago. Thus, it is even more critical than before that it be re-authorized.

**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 the 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 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 (Shared Credit degree programs with the Department of Economics and the Department of Sociology) that may 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 is collaborating with the Global Education Office to recruit students from China as well as 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 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.

The SPA anticipates similar success with the two new shared credit programs beginning with an anticipated start date of Fall 2018.

**Student Consultation:**
*Please provide an explanation on how you communicate the existing differential tuition to incoming students in your program.*

Students receive information about costs including tuition, fees, and tuition differential at a Mandatory New Student Orientation held every Spring and Fall semesters.

The SPA Director meets regularly with the student leadership (PAGSA and SAHA) to discuss ongoing events in the School of Public Administration. The Director has an open door policy and regularly encourages all students to meet face to face, via Skype or via email.

The Director has established an ongoing practice of transparency with students and regularly utilizes the student listservs, the SPA webpage, and the SPA Twitter feed to communicate directly with all students of the SPA.

To date, there has been no comment about the current tuition differential.

**Accountability/Budget Information:** *Please provide budgetary information about how the revenue generated is 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: 20%

Proposed Annual Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differential Tuition (per student credit hour)</td>
<td>$50</td>
</tr>
<tr>
<td>Projected # of Student Credit Hours (all student credit hours taken by student majors in the program)</td>
<td>3000</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$150,000</strong></td>
</tr>
</tbody>
</table>

Proposed Annual Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid Set Aside (%)</td>
<td>$30000</td>
</tr>
<tr>
<td>Faculty Expense</td>
<td>$108000</td>
</tr>
<tr>
<td>Advising Personnel</td>
<td>$0</td>
</tr>
<tr>
<td>Support Staff Expense</td>
<td>$0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$12000</td>
</tr>
<tr>
<td><strong>Total Program Costs</strong></td>
<td><strong>$150000</strong></td>
</tr>
</tbody>
</table>

Please provide a detailed explanation on how the revenue is used for this program:

The revenue received is directly allocated to student support (20%), one and ½ faculty positions (72%) and the remainder (8%) for Operating Costs.

As mentioned previously, the faculty positions and resources supported through the tuition differential are essential to the SPA’s ability to provide quality education opportunities for students. Without continued authorization of the tuition differential, these positions will have no funding source.

Student Access and Affordability: Please explain how student access and affordability has been 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 as all SPA courses are offered in the afternoon (4 pm), evening (7 pm) 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.

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**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.

The SPA has provided two data sets for consideration.

The first Excel spreadsheet includes all UNM peer schools as part of the guidelines. These data illustrate that the School of Public Administration is well in line with the UNM peer group for both Resident and Non-Resident Students.

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**Other Information:** Please provide any additional information that supports the continuation of the differential tuition.
Dean/Director Approval:

Printed Name: ___ Mark Peceny ______________________________

Signature: ________________________________ Date: ______________