

DIFFERENTIAL TUITION REQUEST

College/School: College of Arts and Science

Department/Program: N/A

Contact: Mark Peceny, Dean

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Level: Undergraduate

Proposed Differential to be applied as: by student type (major): X by course: __

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

Student Type	Current Differential	Proposed Differential	Increase/Decrease or New Differential
Residents	\$0	\$10	\$10
Non-Residents	\$0	\$10	\$10
Other	\$0	\$0	\$0

Effective Academic Year: AY2018-19

*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.*

The College of Arts and Sciences produces the greatest number of student credit hours (SCH) and the most research of any main campus unit. As the College delivers the lion's share of common core and introductory courses for all units and students at the University, including its own 21 Departments, one School, eleven interdisciplinary Programs, and many more majors, a strong College of Arts and Sciences is essential for the success of every unit at UNM. It has always been difficult for the College to provide the high quality instruction on which every unit on main campus depends, given that the College has been chronically underfunded for years and provides an implicit revenue subsidy to other units at UNM. The recent significant decline in state funding, following a nationwide trend of falling state government support for public higher education, has deepened the College's struggles to attract and retain the highest quality faculty, staff, advisors, and graduate students. UNM still offers one of the most affordable Carnegie Research 1 category educations in the nation, but must find ways to sustain the excellence in education our students deserve. Recent research shows that increases in

academic spending improve enrollment and graduation significantly more than equivalent tuition reductions. (NBER Working Paper 23736, 2017) Augmenting the College budget with a modest tuition differential spent in ways that directly benefit the academic mission is a crucial part of how we must re-engineer UNM to maintain and build on our past successes.

Both the State and our students require greater transparency and accountability from the University, and justifiably so. They wish to know how their money is spent, and seek the best value in terms of quality outcomes for students. Quality not only means a higher graduation rate and shorter time to graduation, but depth and breadth of instruction, and exposure to cutting edge research that can only be offered by the best faculty and instructors. If students are to pay more tuition to make up for state funding shortfalls they should expect that money to go directly to increasing the quality of instruction, and they should have a say in how the money is allocated.

The current financial situation forces the College of Arts and Sciences to request differential tuition to cover the extraordinary costs of instruction, and to better reflect the value of the degrees produced by its many programs. At current funding levels the College is unable to retain the highest quality faculty: the faculty who directly provide the highly valuable, and valued, education our students receive. In addition, the College is in dire need of more student advisors, and struggles to retain the excellent advisors in its ranks. It is a well-researched fact that advisors are a key element in the success of our students.

UNM Policy 8210 requires justification of differential tuition on a cost basis, and/or a value-benefit basis. The College of Arts and Sciences, with 22 departments in Physical Sciences, Social Sciences, and the Humanities, can justify this Request on both these bases. All departments suffer from being unable to pay faculty competitive market salaries. The many departures of excellent faculty over recent years are testament to this problem. Many departments in STEM fields have high instructional costs due to required labs and experiential learning opportunities. Some of our degree programs are accredited and have high costs associated with that status. Many of our STEM and Social Science departments produce graduates who go on to earn salaries in the upper 50% of the mid-career earnings distribution. Many of our Humanities disciplines matriculate students to MA, PhD, and other professional degree programs at a higher than average rate, and earn a higher graduate wage premium. It is a fact that those with graduate degrees earn amongst the highest salaries of workers. Each department in the College has something to contribute when identifying the need for differential tuition, and each will receive the benefits of the differential tuition should this Request be approved.

Currently every dollar of tuition our College majors pay goes to fund all University activities, not just instruction in the College of Arts and Sciences. Based on national statistics, approximately 63 cents of every regular tuition dollar goes to producing student success (instructional, academic, and student support activities.) But every cent

of a differential tuition dollar would go to the College, and the College is committed to allocating all differential tuition revenue to improving the instructional quality and success of our majors. In addition, currently students in other units at UNM charging differential tuition are receiving that additional tuition while placing an uncompensated burden on the College of Arts and Sciences. The College does not discriminate between students by major, and offers a high cost but extremely valuable instruction to all students regardless of which unit they are enrolled in. Consequently, as other units receive differential tuition, the College of Arts and Sciences incurs the costs of instruction against an under-funded budget.

The College is especially sensitive to the debt many students accrue while in college. Student debt builds as they fall behind in earning the credit hours to graduate, extending the time needed to graduate. Adding an additional year to the time to graduate adds almost \$22,000 to a student's cost of education. The College intends to spend the differential tuition on those activities that will increase student retention and shorten time to graduation, thereby contributing to lower student indebtedness.

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.*

Students in the College deserve to be taught by the best faculty we can hire and retain, and the College is unable to offer salaries competitive with peer institutions.

At the current funding level, the College is losing faculty to other institutions, and departments cannot hire their most preferred candidates with below-market salary and startup packages. The recent study by UNM's Provost Office of the CUPA data for 77 comparable institutions shows that 30% of UNM faculty are below the 25th percentile for salaries. The situation is worse in the College of Arts and Sciences. Six departments (English, American Studies, Chicano Studies, Economics, Foreign Languages and Literature, and Communications and Journalism) have significantly more than half their faculty below the CUPA median. Another four departments (Physics and Astronomy, Spanish and Portuguese, Earth and Planetary Science, and Biology) have approximately half their faculty below the CUPA median. The College has suffered significant losses of excellent faculty as a result. For example, 22 faculty have left the College in the last two years in part because of attractive offers we could not match, or even provide a preferred alternative to. Additional revenue from the tuition differential will allow us to be more competitive against our peers.

Many programs within the College of Arts and Sciences have higher than normal costs of delivering the education our students deserve. According to Delta Project cost data, degrees in Liberal Arts are costlier to produce than Business degrees, and Social Science degrees are costlier than Law degrees. Science degrees cost more to produce than all of

these other degrees. Some departments, such as Geography and Environmental Studies, require expensive computers and software to provide state of the art Geographic Information Systems training. Departments in the physical sciences offer students laboratory experiences requiring high quality instruments and technical support. Other departments offer students costly experiential learning opportunities. Our accredited programs must maintain costly, but required, teacher to student ratios required by the accreditation agencies. Many of these costs cannot be supported with the current level of funding. Additional revenue from the tuition differential will allow us to fund these much-needed and highly beneficial services to students.

Students deserve the best advisors we can attract and retain and in sufficient numbers that students can interact with advisors frequently. High quality advising is essential to student retention and graduation. While the College of Arts and Sciences advising unit is well coordinated and has an excellent training program for new advisors, other colleges (especially those that charge differential tuition) can afford to pay advisors higher salaries. Nine have left for higher paying positions in other units in just the last two years. This means that our students may have to work with a different advisor every semester and that our number of trained advisors is always below the number that would allow for an advisor-to-student ratio that meets national standards.

The primary measure of the value of a degree is post-graduation earnings, and College of Arts and Sciences students do extremely well, particularly with respect to mid-career earnings. For example, mid-career earnings for those with degrees in Physics, Statistics, and Economics are ranked in the highest 25 occupations nationally. Perhaps more importantly College of Arts and Sciences students are more likely to go on to earn a graduate (Masters or PhD) or professional degree, which increase life-time earnings considerably. Compared to Architecture students and Engineering students, Social Science, Humanities, and Physical Sciences students all have higher rates of earning graduate degrees. These same students earn higher graduate degree wage premiums (relative to their earnings with only an undergraduate degree) than Architecture and Engineering graduates, for example. Thanks to our support of graduate students they graduate with lower debt than many of those with professional degrees.

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

The College is committed to extensive consultation with students regarding this Request. The following activities have been undertaken during the month of October throughout the College.

1. Presentation of the Request to undergraduate and graduate students in the College. The Senior Associate Dean presented the Request to students in twenty departments throughout the College. Both undergraduate and graduate student feedback was noted and used to revise the Request for the November 1 final submission.

2. Student survey.

Concurrent with the presentations, the College conducted an online survey of all majors to determine students' willingness to pay a tuition differential and their preferences regarding the allocation of the differential tuition funds if the Request is approved. In all 463 students submitted a response for a response rate of 6.5%.

3. Student leadership presentations.

The Request was presented to the Joint Council of ASUMN, and the full student Senate where it attracted considerable interest and questions from student leaders.

4. Per the Policy requirements, the Request has been posted on the College website since October 1, 2017 and has been open for comments from all stakeholders via a dedicated email address.

A discussion of the student feedback, and how it has been incorporated into this revised submission, is included in the Other Information section of this Request below.

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: Minimum 20%

Proposed Annual Revenue

Differential Tuition (per SCH)	\$10
Projected # of SCH (all student SCH taken by student majors in the program)	229,083
Total Revenue	\$2,290,830

Proposed Annual Expenditures (\$)

Financial Aid Set Aside (21.4%)	\$490,830
Faculty Retention and Hiring	\$1,400,000
Instructional Support Personnel	\$250,000
Advising Personnel	\$150,000
Operating Expenses	0
Administration Expenses	0

Total Revenue	\$2,290,830

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

All revenue from the tuition differential will go to improving the quality of instruction and the educational experience for all College majors. The money will be used to reduce student attrition and increase the probability that all students graduate in as short a time as possible. It will be used to retain and attract the highest quality faculty to teach our students and to engage and mentor our students in cutting edge research. Every dollar will be allocated to student success, and not one dollar will go to administration.

1. Financial Aid to students

In order to improve student retention and shorten the time to graduation as well as the burden of student debt, a minimum of 20% (estimate is actually 21.4%) of the tuition differential revenue will be used to ensure student success. Some of the aid will go to fund summer scholarships. Since the majority of summer classes are on-line, students will be able to take needed classes while still working or pursuing other summer activities. In addition the college will offer *Finish Line* scholarships for students needing additional support to complete their degree requirements (e.g., when they may have exceeded the maximum number of semesters for the Lottery Scholarship, etc.). The College will ask UNM's Financial Aid office to determine financial needs.

2. Faculty

The recent study from UNM's Provost Office of CUPA data clearly shows that faculty at UNM are underpaid relative to our peer institutions and nationally, and the faculty in the College fare poorly within the University. This fact has impacted the College of Arts and Sciences especially hard as we attempt to retain our best faculty, and attract the best new faculty to our ranks. Retention has become a major concern as faculty salaries have seen little or no growth over the last nine years. The College has suffered resignations over the last five years with many going to peer or similar institutions offering higher salaries, larger research support, and/or a lighter teaching load. In order to offer our students the highest quality instruction and research opportunities the College will use the tuition differential money to retain and attract the best faculty possible.

3. Instructional support personnel

The College is currently unable to hire sufficient Term Teachers, Temporary Part-time Instructors (PTIs) or graduate Teaching Assistants to offer all the classes demanded by our students. This need remains despite efforts by the College to meet student demand through greater online offerings, more half-semester classes, and more intersession classes. Tuition differential revenue will be used to hire additional teachers of the highest quality to offer the classes needed by our students to graduate in less time than

they can currently. Where needed tuition differential money will also be used to hire technical support staff working with students directly in classroom labs.

4. Student Advising

The College Advising Center is critically under-staffed and chronically under-funded. In order to provide much-needed and high quality advising to our students we must fill vacant positions in the Advising Center that can't be filled under current policy. These vacancies have been created, in part, by an inability of the College to pay advisor salaries matching those of other units at the University. Funds will be used to supplement advisor salaries in order to retain our best staff to serve student needs.

5. Operating and Administrative expenses

Absolutely none of the tuition differential revenue will be allocated to cover operating or administrative expenses in the College.

Accountability and reporting

The College believes the students who pay the tuition differential not only deserve transparency and accountability, but also should have input as to how the money is allocated. This proposal uses the recently approved differential tuition levels for the School of Engineering as a benchmark, but we are now starting our consultation period with students and the allocation of resources in our final proposal could very well be amended based on the feedback we get from students. The College will provide an annual report of how the tuition differential was spent on its website. In addition, a Student Advisory Board will be established to review the annual report and advise the Dean regarding the allocation of the tuition differential.

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

UNM takes pride in being affordable and as shown below, our tuition is amongst the lowest of our peers. But affordability is more than the net tuition. Affordability must be combined with consideration of the value proposition we offer our students, including the quality of education received and the chance of graduating without adding extra years to a degree plan. The College's plans for differential tuition will increase the quality of education and the opportunities to graduate in four years. Student indebtedness will also be reduced.

While differential tuition increases immediate costs, it has the great potential to reduce the total cost of obtaining a UNM degree. Differential tuition improves the pass-through efficiency of tuition by reducing the implicit tax the UNM budget process imposes, and allows the College to target student needs. The College intends to invest the differential tuition into improving the quality of the educational experience for our majors, and by doing so reduce the time needed to obtain a degree. By graduating in a shorter time,

students reduce their cost of education. A student who takes 15 hours per semester for four years as an Arts and Sciences major would pay an additional \$300 per year for a four-year total of \$1,200 in differential tuition. Resident tuition for an extra year is currently \$7,146 and the current cost of attendance for one year is \$21,844. Differential tuition is a modest investment with the potential to save students substantial additional education costs by improving retention and reducing time to graduation.

Nonetheless, to offset the immediate increase in costs that the tuition differential represents, we plan to spend at least 20% of the tuition differential each year on targeted financial aid. As more students wishing to graduate faster take more summer classes the College has increased its Summer Session offerings. Unfortunately, most financial aid does not cover summer tuition. We plan to expand our current summer scholarship program with the tuition differential. Applicants for the current program outnumber awards four-to-one and the success rate for awardees is almost 100%. \$100,000 of tuition differential money would allow us to offer 100 summer tuition scholarships.

Finally, a number of students need one more semester, or one more year, after they run out of lottery scholarship availability to finish their degrees. Offering tuition scholarships for some of these students is of direct benefit to the students and will help the university continue to increase five and six year graduation rates. Finish Line Scholarships will be available to both traditional and non-traditional students needing help with the last year of their program.

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

The table below provides comparisons to UNM's 22 HED-approved peer universities. We follow the template provided by UNM Academic Affairs. Data for the 22 peer institutions were obtained from University websites in September 2017 for the current academic year. According to the template comparisons should be made for 12 credit hours per semester (Fall plus Spring). At the requested rate that is \$240 per academic year (Fall and Spring). Finally, the completed template is based on resident undergraduate, but note that our request applies to both resident and nonresident undergraduates. For nonresidents, the differential tuition is the same increment and per SCH amount. Consistent across our peers, nonresident tuition is much higher than resident tuition.

The Comparison table reveals that UNM's tuition is 69.9% of the median tuition of our peer institutions (\$5,646 compared to \$8,066). The modest increase in tuition represented by the tuition differential requested (\$240 for 12 credit hours per year) will raise UNM's tuition to 70% of the peer average, assuming no increase by our peers.

With the tuition differential College majors will be paying tuition slightly higher than only two of our 22 peer institutions.

As noted by Academic Affairs in their template, it is difficult to make apples-to-apples comparisons across universities. Many public universities have moved away from a single price (tuition) model and there is greater use of price discounting and price differentiation. Many of our peer institutions do not have a comparable College of Arts and Sciences. Consequently we made the most appropriate comparison of UNM's tuition to each institution's differential tuition and/or program fee. Footnotes are provided to explain in greater detail the choices made. Of those peer institutions charging a differential tuition or similar, many are greater than that proposed by the College of Arts and Sciences. And total tuition, including the differential charge, at UNM remains lower than all but two peer institutions.

The University of New Mexico

2016-17 Tuition with 2017-2018 Differentials/Program Fees Added

Arts and Sciences
Program: Arts and Sciences (all)

Undergraduate Resident

	Resident	Tuition (i)	Differential for Peer College/ Program (ii)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition
	University of New Mexico	\$5,646		n/a	\$240	\$5,886
	Peer Median	\$8,066	n/a	n/a	n/a	\$8,393
1	Arizona State University*	\$10,478	\$800	\$226	n/a	\$11,504
2	Florida International University*	\$4,934	\$1,255	\$124	n/a	\$6,312
3	New Mexico State University*	\$6,094	\$0	\$122	n/a	\$6,215
4	Oklahoma State University*	\$7,778	\$575	\$167	n/a	\$8,519
5	Texas A&M University**	\$4,816	\$192	\$100	n/a	\$5,109
6	Texas Tech University*	\$8,028	\$0	\$161	n/a	\$8,189
7	The University of Tennessee (Knoxville)	\$12,436	\$0	\$249	n/a	\$12,685
8	The University of Texas at Arlington*	\$9,380	\$52	\$189	n/a	\$9,621

9	The University of Texas at Austin**	\$9,678	\$0	\$194	n/a	\$9,872
10	The University of Texas at El Paso*	\$5,853	\$0	\$117	n/a	\$5,971
11	University of Arizona*	\$11,924	\$689	\$252	n/a	\$12,865
12	University of California-Riverside	\$7,480	\$0	\$150	n/a	\$7,630
13	University of Colorado-Boulder**	\$11,273	\$0	\$225	n/a	\$11,498
14	University of Colorado-Denver	\$9,072	\$0	\$181	n/a	\$9,253
15	University of Houston**	\$9,710	\$480	\$204	n/a	\$10,394
16	University of Iowa **	\$8,104	\$0	\$162	n/a	\$8,266
17	University of Kansas*	\$8,395	\$0	\$168	n/a	\$8,563
18	University of Missouri-Columbia*	\$10,586	\$960	\$231	n/a	\$11,777
19	University of Nebraska-Lincoln**	\$7,048	\$0	\$141	n/a	\$7,189
20	University of Nevada-Las Vegas	\$4,782	\$600	\$108	n/a	\$5,490
21	University of Oklahoma-Norman Campus*	\$7,782	\$0	\$156	n/a	\$7,938
22	University of Utah**	\$7,486	\$60	\$151	n/a	\$7,697

(i) Tuition is based on full time status, (12 credit hours for undergraduate tuition per semester) Fall & Spring semesters

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

* includes student fees

** rates vary depending on field of study

corrected from template to not include UNM in calculation of peer median

Table Notes: Numbers correspond to numbered peer institution

1. CLAS - rough comparison to A&S. Program fee that acts like Differential; applies to all Life and Natural Sciences and Math;

equivalent fee also applied to Economics in business school & C&J in com school.

2. Only rough comparison to UNM A&S; FIU has College of Arts, Sciences and Education (e.g., includes Education but excludes C&J). The Provost's Office template base tuition of \$4934 (\$205.57 *24 SCH annual tuition for. 16/17 is mistaken in that it clearly includes a "differential tuition, delivered to each college of \$52.29 per SCH. This can be seen at: http://finance.fiu.edu/controller/UG_Calculator.htm. No 17/18 info for FIU was available as of 9/15/17.

3. Only rough comparison to UNM A&S; their CAS includes the Fine Arts (e.g., Music and Theatre) but excludes Economics.

4. A&S comparison but does not include Economics.

- 5.** No simple A&S comparison available; their Liberal Arts (CLA) does not include either Sciences, or Geosciences, which are separate colleges. Differential tuition charge of \$192 is made against base of College of General Studies for CLA, but this understates College of Science (\$407) or C. of Geoscience (\$498).
- 6.** Relatively close comparison to UNM A&S in their CAS. Absence of differential tuition fails to account for annual differential tuition for C&J of \$600 and same for Applied Economics.
- 7.** Loose comparison to UNM A&S excludes Economics, PA, C&J and Social Work. Absence of differential tuition fails to account for UG Economics and Public Administration program fees of \$2,376 annually
- 8.** No clear comparison to UNM A&S; their CLA excludes Sciences, Psychology, Social Work and Economics, but includes some Arts. Calculated Diff. Tuition of \$52 annually is simple unweighted average of 1 (Econ) at \$216, 6 Sciences +Psych. at \$72 and remaining 13 CLA depts. at \$24m, against C. of Education base tuition (their lowest).
- 9.** No clear comparison to UNM A&S; their CLA excludes separate colleges of: (i) Sciences; (ii) Geoscience; and (iii) Communication. Absence of differential tuition for their CLA, excludes the annual differential tuitions of: (i) \$372 Sciences; (ii) \$778 Geosciences; and (iii) \$338 Communication.
- 10.** No clear comparison to UNM A&S; their CLA excludes Sciences and Economics, but includes fine arts. Absence of clear differential tuition does not account for clinical lab major fee of \$600 annual to all science lab majors or \$150 annual Social Work major fee as examples.
- 11.** No simple A&S comparison available. New collaborative College of Letters, Arts & Sciences. Separate colleges of (i) Sciences (ii) Social & Beh. Sciences, and (iii) Humanities. Calculated value of \$689 annual is average of program fees for: Env. Sci; Journalism; Pub Policy, PS; Geog; Soc; Econ; Psych; Geo-sciences; and Philosophy.
- 12.** College of Humanities, Arts and Social Sciences is closest comparison to UNM A&S, but excludes Natural Sciences. There is \$1984 x3 = \$5,952 supplemental tuition on professional UG programs in Public Policy
- 13.** UNM A&S rough comparison; but does not include Economics and C&J. The ** in UNM template hides numerous varying program fees.
- 14.** Relatively close comparison to UNM A&S in their CLAS
- 15.** Their CLASS+ is a rough comparison to A&S minus the Phys. Sciences. Their DT/PF applies to Social Sciences in CLASS, and to all Departments in Natural Sciences and Math
- 16.** UNM A&S comparison but does not include Economics, which has a \$1420 differential tuition.
- 17.** Comparison to CLAS, which is larger than A&S UNM in that it also includes the Arts. No differential tuition, but in addition to student fees and specific class fees; they charge general "course fees" and "lab fees" that go directly to departments, and appear more fungible than their individual class fees: Journalism: \$22 per sch or \$528; Chemistry \$25 per sch or \$550; Biology and Geography \$20 per sch or \$480; and Physics \$40 per sch or \$960
- 18.** Relatively close comparison to UNM A&S, except UNM A&S includes Arts, Art History and Theatre, and excludes Journalism (which is its own separate school)

19. Close comparison UNM A&S

20. No simple UNM A&S comparison available. They have Academic Success Initiative Fee, acts like a differential tuition

21. They have A&S, but no simple comparison to UNM A&S available. * in the template includes \$1980 academic excellence fee; Also, \$620 Diff. tuition for Atmospheric \$ Geologic Sci; \$720 for Earth and Energy; \$720 C&J; \$270 international and area studies.

22. No simple UNM A&S comparison available. They have Student Success Fee of \$30 per semester - a program fee that can be used for labor etc.; there are also various program fees for equivalent UNM A&S depts: E.g., \$40 per SCH BA language requirement.

Unlike regular tuition dollars, which are subject to implicit taxation in moving through a university financial system and the inherent trade-offs in an annual budget process, differential tuition dollars go directly to the College, and due to administrative efficiencies, every dollar will go to instructional and student support.

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

Summary of Undergraduate Survey on the College Tuition Differential Request

The College asked all students via an online survey instrument their position on, and hopes for, the Differential Tuition. The survey was implemented using *Opinio* software over a 10-day period from Friday October 13 to Sunday October 22. An initial email invitation from the College was followed by two email reminders. Of the potential population of 7,162 majors we received 469 for a response rate of 6.55%.

Students were asked what issues were of greatest importance to them, and then how to allocate the differential tuition revenue among those. Results are shown in the summary table below for both: (i) the percentage of respondent who support each; and (ii) the average amount of each dollar that respondents allocated to each category:

	Potential Category for Use of Undergraduate Differential Tuition	(i) the % of respondents who support a category	(ii) fraction of each dollar going to a category ¹
A.	Filling all open advisor positions in the College, bringing advisor staffing up to national averages, and paying the College advisor wages comparable to other colleges at UNM	47%	\$0.08

¹ Does not add up to \$1 due to rounding, and some small proportion of respondents not allocating the full dollar.

B.	Increasing key required class offerings in your major to ensure that you can graduate on time	68%	\$0.19
C.	Expanding and improving elective offerings in your major to ensure that your degree is current and relevant	60%	\$0.12
D.	Retaining high-quality faculty in your major by ensuring they are paid competitive wages	62%	\$0.12
E.	Making sure that undergraduates have opportunities to take topics courses in their major with the best faculty, in small section settings	58%	\$0.11
F.	Supporting improved experiential learning opportunities (e.g., research opportunities for undergraduates, study abroad experiences, community engagement opportunities, etc.) in your major	58%	\$0.10
G.	Improving lab facilities and technical support in your major	32%	\$0.05
H.	Ensuring regular summer offerings of required and upper division elective topics courses are provided in your major	55%	\$0.08
I.	Providing regular online offerings in your major to increase flexibility in course scheduling	52%	\$0.09
	Other (various provided, no single prominent example)		\$0.02

In summary, undergraduate student focus was on using any directed tuition for the College towards their class offerings. To wit, the 1st and 3rd highest categories of support (with either measure) were, **increasing key required class offerings**, and **improving elective offerings**, respectively. The second highest level of support, under both measures, was: **retaining high quality faculty**.

After being introduced to the possible categories for allocating resources to promote student success, and allowed to think about what they would support, students were asked if they would support the tuition differential if set at the (then) value of \$15 per credit hour. This follows a well-established and researched method of eliciting willingness to pay called the *contingent valuation method* (CVM) developed and used in Economics.

Student respondent support for a differential tuition set at \$15 per credit hour was very evenly split. Of the 463 voting responses, there were 49.24% voting in favor (Yes) and 50.76% voting against (No).

In a follow up question students were asked what they would be willing to pay in the form of a differential tuition to support the instructional activities of the College. The follow-up question is referred to as an open-ended *willingness to pay* (WTP) question:

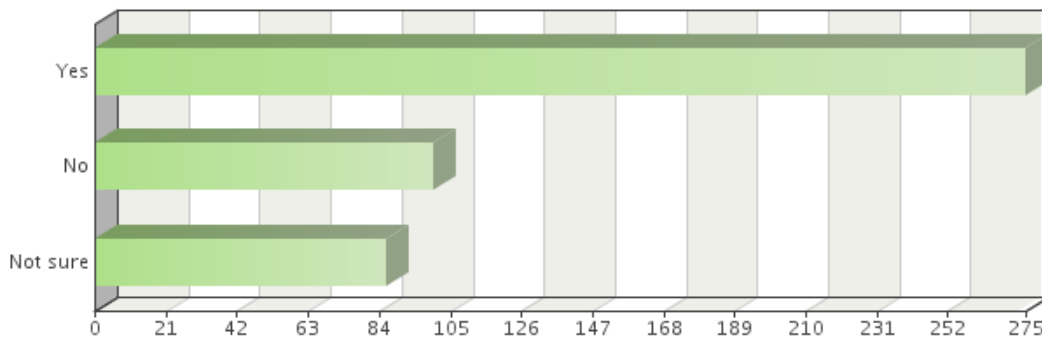
What is the maximum you would be willing to pay per credit hour to support a differential tuition charge for Arts and Sciences majors? (If nothing, then say \$0)

\$ _____

The mean WTP response was \$101 per credit hour. While this mean value was considerably above the initial posted value of \$15, it was skewed by several large and unrealistic responses. Thus, our focus was on more conservative alternative measures, including the median WTP measure, and a “trimmed mean” WTP measure (where we dropped the top 1% of largest response values). **The survey results indicate that for the differential tuition to sustain and enhance student success the median WTP value was \$10 per credit hour, and the “trimmed mean WTP” value was \$19.** In fact a majority (56%) of student support a differential tuition rate of \$10. **A clear majority of the student respondents to the survey support a College differential tuition charge of \$10 per credit hour.** This is the basis for our revised Request for an undergraduate tuition differential of \$10 per credit hour.

With regard to student support for reallocating some portion of any differential tuition revenues to provide financial aid to needy students, 60% of respondents though this a good idea.

Q: The University encourages a significant portion of any differential tuition funds generated in a College to be allocated to student financial aid. Do you think that a portion of the money collected from a differential tuition charge in the College should be re- distributed to students with financial need?



A follow-up question about “what percent of the money collected from differential tuition would you like to see allocated to student financial aid?” was also asked. Of 335 responses to this follow-up question, the mean percentage indicated was 29.70%, with a median value of 20%. Therefore the College proposal of allocating at least 20% of the revenue to support student financially is consistent with majority support from students. In addition there was strong support from students for Finish Line and Summer scholarships to help students graduate in a timely fashion.

Finally, the survey also provided respondents with opportunities to comment on the Request. All anonymous comments are available on the College website. Here we offer several summary notes. First, as expected we received both positive and negative

comments. When there are positive comments, there are often conditions on how respondents would like to see the money used. And, even if a majority of respondents support a given value (i.e., \$10 per credit hour), as with any price increase for higher education, there are comments expressing opposition to *any* increase. These statements are often justified on affordability issues, but also included expressions of the notion that society more generally should bear a higher proportion of the costs of higher education. The following examples are used to demonstrate the range of positive and negative responses:²

I think a differential is a good idea if it means an improved quality for my education. However, please try to get as low a differential as possible, just enough to cover the needs.

Implementing tuition differential is a terrible idea. I am paying for my classes out of pocket because I do not qualify for any financial aid. I am insulted at the proposal of telling me MY money has to go to support OTHER PEOPLE, when I am struggling to make ends meet myself.

College is expensive as it is. I would not be able to attend if it gets more expensive.

I feel the expected benefit is seen in the long run. There is not much benefit for seniors that will be graduating soon.

These funds must be focused on student and academic activities.

If the College is struggling to maintain the current academic standard for the students who are already financially committed, it would be offensive and dishonest to re-distribute an unplanned additional contribution to other students instead of maintaining the quality of the education I am paying for. I would absolutely vote no if any percentage were to be re-distributed.

We already pay way too much for school. I will change majors if this increase in price is only going up in the A&S department.

Please, if you absolutely have to increase the tuition, make sure it goes towards something great because I am all ready struggling to pay for tuition, now that the lottery scholarship was decreased immensely and that the tuition increased. I am already having to pay a lot out of pocket, and would rather not take out student loans. If these prices increase, it's going to be so difficult for me to pay for school, even more than what it already is.

² Some of the examples are partial selections, but each is from a different student respondent.

I think differential tuition is something that is necessary for departments these days. I sit in an Economics classroom with 2 giant pillars blocking my view of the board while Anderson builds a new building next door...

I understand the idea behind this concept but some students, myself included, already struggle to attend college and raising our tuition again only makes it harder for us to remain enrolled.

I believe the majority of money should go towards staffing, as that is where education is sorely needed. The rest I hope you will consider allocating to students and helping them achieve what they can to the best of their abilities.

I was unenthusiastic about paying extra at first, but I actually think this is a great idea. You have my full support, and I plan to promote this to my other classmates.

I think we need to make sure this funding is truly going to the initiatives listed. We have high-up administrators who are clearly abusing these funds and it is harming the student body.

I would be willing to pay the differential as long as I'm seeing tangible results at some point.

In addition to more advisors, I'd like them to have more times for walk-ins. Also, if there are non-traditional learning opportunities (internships, study abroad, etc), I'd like it if there were an easier way to find them.

My only concern with this is that I will not see the benefits of the increase and I will be paying into a program that won't change until after my graduation. I would gain nothing from paying more.

In closing, a clear majority of students responding to the survey are willing to pay some amount of differential tuition. **More than half (56%) of student respondents have an expressed willingness to pay of \$10 or higher in College differential tuition to sustain and enhance student success.**

Dean/Director Approval:

Printed Name: Mark Peceny

Signature:



Date: Nov. 1, 2017